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1936

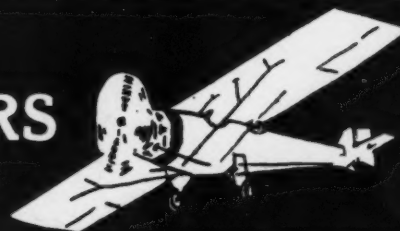
# Sierra

## EDUCATIONAL NEWS



CALIFORNIA TEACHERS ASSOCIATION

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**North Coast Action**

**C.** T. A. North Coast Section legislative committee report (A. O. Cooperrider, chairman) adopted at the recent convention (see page 12) actively **opposes** propositions Nos. 2, 10 and 11 on the November ballot (see Mr. Cloud's statement, pages 9, 10).

2. Recommends that legislation be enacted to allow teachers in service to attend summer school at the several state colleges without any requirements for tuition fees.

3. Recommends that legislation be considered which will improve the election and salary conditions of county superintendents of schools.

4. Recommends careful study of the teachers salary report of California Teachers Association to the end that California teachers may receive salaries commensurate with training, experience and services rendered.

5. Recommends that the two United States Senators and the Congressman from the First District of this State be informed this C. T. A. Section desire them to vote for measures now pending in Congress to provide Federal aid for education.

\* \* \*

California Elementary School Principals regional conferences are scheduled for the current school year by the State Department of Education as follows,—Fresno, October 17; Redwood City, November 14; Los Angeles, March 6; Chico, April 3.

\* \* \*

**Recreation Conference**

**N**ATIONAL Recreation Association announces that its Western Division Institute Conference will be held at Fresno, March 17-19. This important meeting, which brings together professional and volunteer workers from eleven Western states, will be giving large attention to special trends in program development including among others, nature recreation and revival of the folk festival. Attention will also be given to consolidation of gains made under emergency conditions into permanent community recreation services.

Co-operative plans have been made for the California Health, Physical Education and Recreation Association and the Pacific Southwest Association representing the same services, to convene immediately following the regional recreation meeting.

*Inquiries should be addressed to Glen O. Grant, Western Representative of the National Recreation Association, 209 Ledyard Building, Pasadena.*



# TRAVEL SECTION



## WE TOUR JAPAN

*Ethel Earle Wylie, Teacher, Technical High School, Oakland*

**T**HE American Women's Tour Party as it was officially known in Japan, was made up of the following high school teachers who were appointed by the Japanese consulate-generals of their various districts:

M. Pearl Bennett, Seattle; Rexie E. Bennett, Los Angeles; Elizabeth Bray, San Francisco; A. Bess Clark, San Diego; Clara Haddock, Pasadena; Elizabeth Humbargar, Stockton; E. Louise Jolly, Alameda; Josephine Kirtley, Medford; Maurine Laber, Portland; Bertha Lampson, Fresno; Olive Opgenorth, Tacoma; Maurine Pemberton, Brawley; Ethel Rosenberry, Phoenix; Ruth West, Spokane; Ethel Earle Wylie, Oakland.

As guests of the Board of Tourist Industry it was our privilege to see many of the beautiful and interesting places of Japan: Nara, Kobe, Miyajima, Beppu, Gifu, Sendai, Matsushima, Nikko, Miyanoshita, Kamakura, and Yokohama; to peep into her schools and become acquainted with some of her principals and teachers in Tokyo, Nara, and Gamagori; to visit her shops and factories in Kyoto, Osaka, and Nagoya; to be welcomed to the homes and gardens of some of her leading citizens in Tokyo, Toba, and Beppu.

On the interesting and busy streets of Keijo in Korea we saw every kind of dress: Western, Chinese, Japanese, and the quaint and distinctive costumes of the Koreans.

In Manchuria the well-tilled and irrigated fields with their abundant growth of soya beans, kaoliang, and corn, the hills rising sometimes beside the railroad tracks, again beyond the planted level fields, and the meandering rivers, reminded us of home.

The hustle and bustle in the Manchurian cities of Mukden and Dairen, the building activities especially in Hsingking, attested the rapid development of that country.

Wherever we were, in the hotels, on the trains, in the railway stations, on the streets,

in the shops—everywhere we felt the courteous kindness of the people of all stations in life. At each parting we knew that we were leaving behind, not just curious people who wanted to see the American teachers, but real friends.—Bertha Lampson, Chairman, American Teachers Tour Party 1936; Teacher, Edison Technical High School, Fresno.

**T**O the Japanese, the education of their children is all important. They feel that in their children lie the hope and future of their nation. The children must be given careful training, must be taught to think correctly and honestly.

Much attention is given to education through the use of the radio, both in the schools and through programs similar to our Children's Hour. On one occasion, when we were visiting a primary school, enjoying tea and cakes in the middle of the morning, we were given an address of welcome in English by a little fifth grade girl, whose voice came to us through a small brown box in a corner of the room. It seemed almost uncanny to listen to the sweet, high intoned speech of the unseen speaker.

As the dignified principal in frock coat and striped trousers led us proudly through his school from room to room, letting us step into any room which took our fancy, we were much impressed by the quiet air of studious attention, and the serious solemn little faces which gravely followed the directions of the teacher, but did not fail to see the American visitors.

Many a small boy kept one eye sternly fixed on the instructor, while he rolled the other eye expectantly in our direction. Although the children

seemed unusually orderly, they were normal and human, for an occasional boy made a grimace, or punched his neighbor, and little girls slyly giggled.

The teachers received us with such courtesy and evident pleasure that we were made to feel that the visitors from America honored them rather than disturbed them by bursting in and out of their classrooms in a most unceremonious fashion. It seemed strange to us to see young men teaching classes of little girls, but we were not so surprised when we learned that two-thirds of the primary school teachers are men. There is but one woman principal in the government primary schools of all Japan!

Even though education is so highly thought of and dignified—no one would think of entering the presence of a university professor, hatless or coatless—teachers are poorly-paid and hard-worked.

Nevertheless, they are an alive, eager, earnest group with an effective teaching organization, which entertained us with a dinner.

They are stressing character development, moral development. They are not as interested in individuality as we are. But kindergarten children were noisy, independent, self-possessed, uncurious of us as they busily engaged in their individual projects. The Japanese child develops very early a sense of responsibility; the little boy seems to realize that as he dons his trousers that he steps into serious life where work and study are just as important as jokes and games. The Japanese have a keen sense of humor, relish a joke, and seem to have many jokes among themselves. They smile at, with, and for you.

### Enjoy Games and Sports

Young and old are interested in games—both in quiet games such as Go, somewhat similar to chess, and in the active games of competitive sports. Baseball is popular as in the United States and arouses the same enthusiasm between schools, colleges, and business men. Returning from the United States, on the Chichibu Maru was the Waseda University baseball team, a group of young men, who had successfully won 15 of the 22 games played against such colleges as Stanford and Harvard, successfully holding Yale to a no-hit, no-run game!

Swimming is an important school activity. The new schools have beautiful pools.



Judo and fencing are exceedingly popular in the middle schools. Regular gymnastic exercises, military drill with the goosestep, and setting-up exercises are snappily done in the school courtyard.

Even the girls, in their own separate schools, can put up an exciting game of basketball, on a hot day, even though they were wearing the middie and skirt and long black stockings of their regulation school uniform. All school girls and boys wear the school uniform which makes them a distinctive group as they move about the streets. The school boys shaved head and tightly-buttoned coat of greyish-blue cotton is distinctive. His pleasant countenance, alert inquiring gaze and quick smile make him attractive.

**T**HE Japanese school system parallels that of America in many respects. At the end of six years of primary school education, boys are eligible for the middle school, girls, for the girls high school. Those who do not prepare for university training, may have two more years of advanced primary school.

Vocational schools are found in most of the towns and larger villages, for those who are destined to stay at home. Special schools care for the physically handicapped.

Between the middle schools and the university are placed the higher schools "for aspiring students." Government normal schools provide teachers for the primary school. Peers schools (primary, secondary and collegiate) furnish education for the sons of peers, while the daughters attend the peeresses schools. Technical and special schools care for more than 400,000 students. Besides the government schools, there are many private schools for the children of European and American parentage.

After the primary school, girls and boys

are educated separately. The government makes no provision for girls who wish to study such subjects as medicine and law. They turn to private colleges and the Christian mission colleges for such education.

#### Children Come First

The rulers of Japan wish her women to choose the career of motherhood and homemaker. A woman teacher who marries must give up her position. Even women leaders who are especially interested in suffrage, feel that home and children are the first career for women.

Fathers who are interested in Western education do not want their daughters to go to Western colleges, for fear that they will not marry if they spend so much time in college. Young men, even of the second generation, prefer a wife trained in the Japanese schools.

In many cities there are private schools, popularly known as brides schools, which give young women of marriageable age from good families, training in the arts and graces of the home. In the government schools, also, girls are given courses in home economics which include Chinese, Japanese and European cooking, as well as courses in Japanese and foreign etiquette.

The life of the Japanese student is much more difficult than that of the American student. Entrance to the secondary schools is by selective examination, and competition is very keen. This year, Tokyo is trying the

Howard Couper, San Francisco composer and teacher, has gone to Ann Arbor, Michigan, where he will be instructor in the University of Michigan School of Music. Mr. Couper is a pupil of the internationally-known composer and contrapuntal authority, Domenico Brescia, of Mills College in Oakland, and Milan, Italy.

experiment of admitting students to the middle school without examination.

The school day is long, includes Saturday; vacations are short, but school excursions to visit museums, temples, shrines, and castles, the depositories of their national treasure, afford opportunities for motivating patriotism and developing an appreciation for art and culture. Afternoons spent in swimming or playing on the beach are included in the school activities.

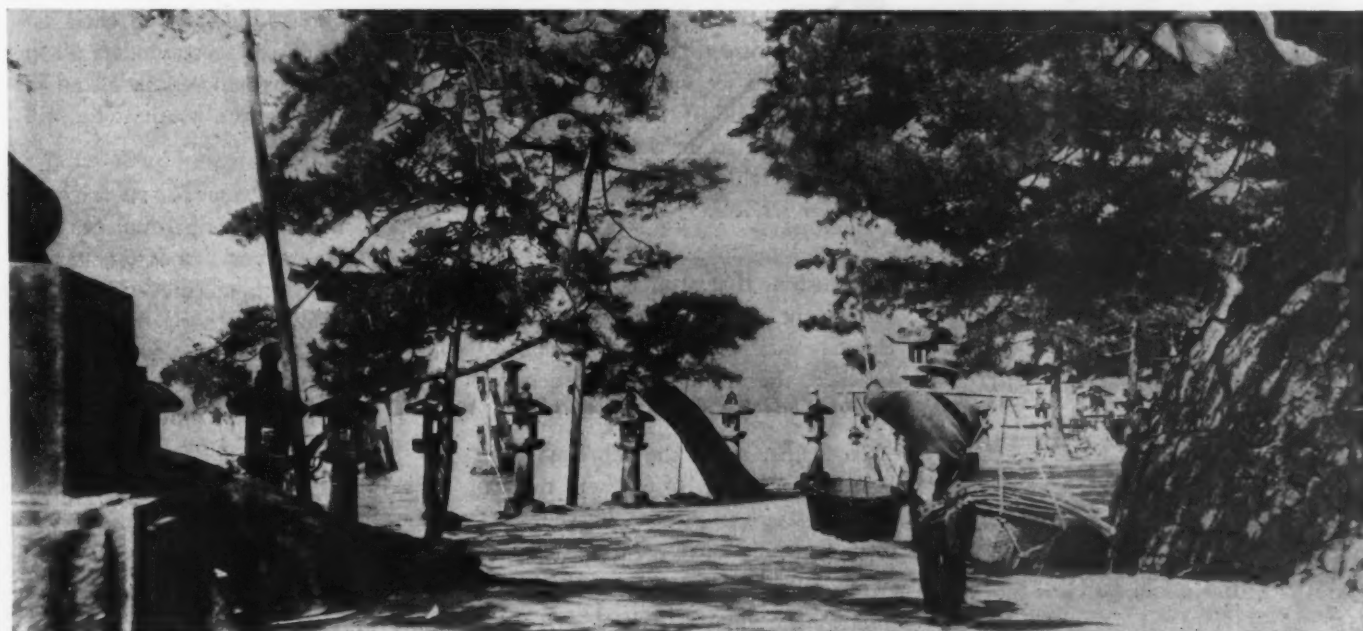
The teacher's duties seem heavy, for many excursions are added to the regular classroom work. Not only is the student given the opportunity to be familiar with his neighborhood, but also, longer trips are taken to other cities, even into other countries, as Manchuria. Such expeditions are made possible through the aid of the Government Railways. We saw many groups of boys traveling with their instructor, and on one occasion talked with some of them who were on their way to Mukden. The boys were always friendly, and anxious to try out their English.

**A**LL the new school-buildings have made use of the roof for experimental school gardens, or for physical recreation, as sun baths and rest periods, or as beauty spots for the enjoyment of the view. Another worthwhile feature is the sound-proof rooms for the music department. We were entertained by small girls who bravely sang "Old Black Joe," and small boys who as a class played upon harmonicas. As with us, they used student conductors.

We noticed that the gymnasium was conveniently placed on a lower floor near the swimming-pool, and well removed from the academic rooms. The school buildings seemed to be placed out of the line of traffic, not at the junction of several main thoroughfares.

That we were able to see something of

● Miyajima with its lanterns



Japanese schools, during the last days just before vacation, was largely due to the co-operation and willingness of the teachers and children, who often came to school even on Sunday that we might see their classes.

Groups of teachers and children, even though school was closed, often met us at the railway stations and gaily welcomed us with songs and waving flags, or sent us little gifts of their own handwork. At all times we were made to feel that we were valued friends.

\* \* \*

## Hawaiian Proverbs

TO get a true index to the spirit of the Hawaiians and a human measure of their civilization, Henry P. Judd has made an extensive collection of old Hawaiian proverbs. Judd is professor of Hawaiian at the University of Hawaii, and a former president of the Hawaiian Historical Society. He discovered that:

"The Hawaiian in his keen power of observation, his sense of humor, his ability to satirize social life, to estimate achievements correctly and to express his idea of religion and morals in a concise form, displayed a remarkable talent which surely must give him high rank among the peoples of the world, and characterize the Hawaiian people as generous-hearted, amiable, practical and fond of nature."

Many modern proverbs have their counterparts in the pithy sayings of the old-time Hawaiians. "While the rain is still far off, thatch your house" was their earlier version of the modern "make hay while the sun shines."

### The Rising Moon

An acute power of observation and a flair for colorful description are indicated in the following olelo (sayings):

A bald-headed man is like the rising moon; a double-chinned person is like a wrinkled up eel; a gray-haired person is like white sugar-cane.

The Hawaiian was adept at social satire and delighted in condemning pretentious people and social parasites. "A water gourd gurgles when not full," he said. And: "Eels of shallow water show their color. You have no need for a smart shrimp fisherman when the waters swarm with shrimps." Likewise there were pithy sayings that recognized true worth, such as—"The sand crab is small, but digs a deep hole."

## HOTEL WHITCOMB

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GARAGE under same roof  
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Two rooms, bath between, 4 persons, (twin beds each room) from \$6.00  
Tavern Cafe and Coffee Shop ☺ ☺

James Woods, Pres.

Ernest Drury, Mgr.

Pele, Hawaiian fire goddess, figures prominently in many of the legends of the Islands, and so it is natural that Professor Judd found numerous references to her in his search for authentic proverbs of Old Hawaii. One saying describes this legendary volcano goddess as "the old woman who snores on the lava rocks." And again she is called "the oed woman of Halemau-mau with the lightning petticoat." (Halemau-mau is the firepit of Kilauea crater.)

The Hawaiians always have been sentimental, and their regard for romance is indicated by such proverbs as "Love is like fog; there is no mountain on which it does not rest." They paid this sentiment the highest compliment when they said: "Love excels a calabash of fish and poi!"

### Hot Chicken Gravy

Many of the proverbs employed indirection—hence double meanings and hidden allusions are frequent. "Welawela ke kai o ka moa;" translated literally means: "The gravy of the chicken is hot"—implying that "the young fellow is well versed."

\* \* \*

Excerpts from the message which the Hungarian Teachers Association plans to address to the entire world: "Hungarian teachers realize the close connection between the fate of Hungary and that of the rest of Europe. Therefore, while doing their utmost for a better future of their own country, they are eager to share in the international efforts which aim at re-establishing general peace and consolidating possibilities of life and work for the nations."

## Albertsen Increases Staff

William A. Young, Jr., until recently director in chief of Grace Lines transportation, has been named vice-president of the Albertsen Travel Service, 49 Geary Street, San Francisco. Mr. Young has been identified with maritime transportation on both the Pacific and Atlantic Coasts for many years and has a background of extensive travel gained during his service with the old Pacific Mail Steamship Company. In his new position he will be in charge of arrangements for individual travel to Hawaii, the Orient, South and Central America and other parts of the world.

Another addition to the organization is C. E. Thomas, manager of the foreign tour department, who was for eleven years manager of foreign travel with Thos. Cook & Son, and is well known to world travelers and in transportation circles.

\* \* \*

## English Visitor

Mary Sawle, principal of the public elementary school, Lostwithiel, Cornwall, England, visited San Francisco schools during the first week of September. She was granted by the English-Speaking Union a traveling scholarship, under which she traveled throughout the United States and Canada obtaining information of value to her in her work in Cornwall.

## ON TO TOKYO

J. W. Crabtree, World Federation of Education Associations, Washington, D. C.

EVERY teacher craves the experience of a visit to the Orient. They would like to see with their own eyes how the people of Japan, China and Asia live and act in their own homes. They want this first hand knowledge for their schools.

They long to see the soil and feel the sunshine that produced the art and refinement of the East. That is why they are excited over the arrangements to hold the next World Federation meeting in Japan, August 2-7, 1937.

Notwithstanding the depression and low salaries, scores of teachers are saving and sacrificing to see whether they cannot make the trip to the other side of the world next year.

Steamship lines on the Pacific Ocean

will need to add greatly to their facilities in order to accommodate all in the United States and Canada and in the Americas to the south, who will make that trip.

This is a good time for all teachers and all schools to give particular attention to the achievements of the Japanese people in art, culture and education. Did you know that Japan has the highest per cent of literacy of the nations of the world? That is true. How did it happen? Let us learn the answer in 1936-37.

Write Uel W. Lamkin, secretary-general, World Federation Headquarters, 1201 16th Street, N. W., Washington, D. C., for information concerning the meeting.



● *A First Grade's Experiment with Airplanes; see Pages 6-8, School Excursions, Josephine Collier, Beverly Hills*

## YOUTH HOSTELS

YOUTH HOSTELS ARE COMING TO CALIFORNIA

*Lucy South Proudfoot, Department of Physical Education, Tulare Union High School*

*"I wish I had a ticket for Siam  
I'm getting awful sick of where I am."*

**T**HIS jingle, glimpsed on an American Youth Hostel folder, tinkled for weeks last spring in the mind of a restless teacher. By midsummer the couplet had become a slogan. The teacher was en route to New England to see the hostels which provide youth with an escape from civilization to nature when life becomes too carefully blue-printed.

The Youth Hostel movement, already well known in 17 countries, is less than two years old in America. It provides a means by which young people can travel cheaply and safely. The Youth Hostels, presided over by "hostel parents," offer bed, blankets, and cooking utensils for 25 cents a night. To these hostels come students on foot, or cycling, or on Dobbin.

"Which hostel did you come from?" inquired a nine-year-old girl.

"This is my first."

"Is it really your first!" Then, placing a hand sympathetically on that of

the stranger she added, "How thrilled you must be!"

The New England chain of hostels extends from Boston to Northfield, Massachusetts, north through Vermont and New Hampshire, and south to Connecticut.

New York state has four hostels, one at Pawling, and three on Long Island.

The International Youth Hostel, under the supervision of Isabel and Monroe Smith, is located at Northfield, Massachusetts. Here triple-decker beds in big barn lofts accommodate 50 youngsters of all ages. Below are a recreation room, kitchen, and breakfast rooms.

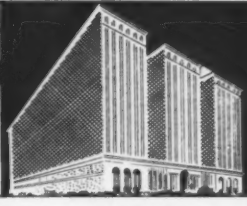
At Wilmot, N. H., part of an old school-building has been converted into a bunk-house. The school-bell is rung for arriving and departing hostellers.

Wanderers Welcome at Pequaket, N. H., is a made over blacksmith shop. Green Valley Youth Hostel, in Massachusetts, is in charge of the Ladies Aid. Girls sleep in the church and

boys in a schoolhouse across the road.

In hostels the young people sleep on straw mattresses in lofts or remodeled corncribs or in unused rooms in farmhouses. In the evening the hostellers gather in the recreation room, or around an outdoor fireplace, or in the hostel parents living-room, to play

*(Please turn to Page 37)*



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CULTURE**

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educators, club-  
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<b>\$3.50</b> UP SINGLE	<b>\$5.00</b> UP DOUBLE
-------------------------------	-------------------------------

ROOM RATES THAT ARE RIGHT

**The BILTMORE Hotel**  
DOWNTOWN LOS ANGELES





● *The Masque, The Holy Night, depicted in tableau*

## SCHOOL EXCURSIONS

### THE SCHOOL EXCURSION AS EDUCATIVE EXPERIENCE

*Josephine Collier, Principal, Beverly Vista School, Beverly Hills*

**A**DMINISTRATORS who believe that the future welfare of America lies in the character and aspirations of its youth must create schools which will encourage the young to see a new vision and to work toward its fulfillment. They must arouse in their minds a desire to take a leading part in the building of a society with higher standards of living.

They must give their teachers time and facilities to appraise conditions, to stress greater development in the educational values of health, recreation, science, art, and leisure, if they in turn are to guide youth to explore the new frontiers which are yet to be conquered.

Administrators must, if they are to keep in line with recent findings in the field of psychology and child development, place emphasis on the creative participation of the teacher and the learner in the development of the whole curriculum and of the life of the school as a whole.

One formula for providing a constantly developing, meaningful, present experience for the learner is the **school excursion**. The well-administered school can approve only those excursions which are well organized, carefully planned, and definitely arranged. It can encourage only those excursions which are interesting, enlivening and stimulating to children. It can sanction only those excursions which may be used by the teacher chiefly as an instrument of learning.

Such excursions have become an integral part of the programs at the Beverly Vista School, Beverly Hills. Recent excursions approved by the school include visits to

harbors, aviation fields, farms, observatories, stores, industrial plants, bakeries, dairies, broadcasting stations, art galleries, federal, state, county and city governmental offices and institutions; including banks, post-offices, fire departments, health departments, city water works, park departments, courts, etc.

That such visits often lead to the reproduction in the school's program of many of the activities in the community, which reproduction in turn establishes an appreciation of the nature and function of the social agencies, may be gained from the story of Beverly Vista's Miniature Harbor.

Two excursions by a Fourth Grade class to the Los Angeles Harbor, one by water, the other on land, resulted in a study which fostered initiative, self-realization and group participation.

The class activity which was designed to visualize for the children the scope and purpose of the local harbor and its place in the world of commerce and travel developed interest in a group of related matters, such as, transportation and communication of goods and peoples; consumption of goods and services; the cultures of various races without our borders; production and conservation of life, property, and natural resources; worthy use of leisure; from all of which results an extension of freedom, and the integrating of the individual.

A miniature Los Angeles Harbor, approximately 20 feet square with channels and basins 12 inches deep lined with concrete, was built by the class on the playground. This led to the construction, on the

part of each child, of a boat, which floated perfectly.

Included among the boats were passenger vessels, freighters, combinations, tugs, barges, pilots, ferries, tramps, and oil tankers. The boat activity, in addition to bringing to the pupils the meaning of exact measurements and the correct use of tools, stimulated much dramatic play; particularly, it caused geography to become a fascinating as well as a serious game.

The pupils sailing their ships outside the harbor, "followed" them to foreign countries, and at once began an exchange of letters with the children of these lands, making faraway peoples and places real. Other phases of learning that grew from this foreign contact was the study of maps to locate places and countries whence the letters came, gathering postage stamps, collecting different kinds of money, and making a collection of foreign dolls.

**F**LOATING the boats in the harbor was always interesting and meaningful. Ships were held at quarantine for inspection. If "contagion" was found aboard the ship, the signal flag was raised and the passengers remained in quarantine. This naturally aroused interest and study in the prevention and control of communicable diseases. Since the basic root of happiness is health, such study provided valuable lessons for the pupils.

Passenger ships from China and Japan, which brought an array of manikins, furnished a splendid theme for studying the heritage of the past. Freighters came from China loaded with silk and other material. These boats were properly unloaded and reloaded with American goods, thereby providing a study of the production of the goods and service and the distribution of the return products. Tankers carried oil, and new ships were authentically christened.

The Harbor Study Unit brought to the children the desire to write a little very often. This method of expression provided

an excellent occasion for improvement in spelling and punctuation, for shaping phrases, and for putting simple thoughts into words. Moreover, there appeared not infrequently in the prose, poems, and songs, the proof that these young learners were discovering that what really counts with man is his joy, happiness, courage, love, grief and fear.

#### Proudest Were the Ships

Throughout the classroom there was evidence of the translation of the pupil's experience into terms of art. Proudest of these were the large ships painted by the children (calomine paint mixed with vinegar) on the lower panes of the five classroom windows. By means of ships drawn by the pupils, many of which were remarkably beautiful, there was depicted the growth and development of ship building. Mural decorations, posters, soap sculpture and modelling, and story illustration were part of their creative art experience.

This harbor study, which proceeded with accuracy, precision, and thoroughness, brought to the pupils many elements of learning not listed here. One additional element, however, because of its benefit to the

pupil, should be mentioned, that of rhythm. Time was allotted throughout the study for the children to use rhythmic ways of expression to serve the purpose of creating their impressions.

The teacher, by following the basic law of movement and rhythm, guided the children in their development of a harmonious working of body, mind, and spirit. Singly and in groups the children expressed in bodily movement the thoughts and feelings resulting from their experience with the study of boats.

Throughout the study of the Beverly Vista Harbor the teacher was responsible for seeing that each child really worked; that he accepted duties and carried out responsibilities; that his time was properly distributed between his individual work and work done in co-operation with others, and between his work and play; that he mastered the knowledge and information of the past which seemed necessary to his looking into the future; and that he used his knowledge and information in acquiring skills, attitudes, and appreciation; that he exercised taste, skill, and patience in his work; and that his experiences helped him to gain a more thorough grounding in fundamentals and train-

ing in habits of industry, thoroughness, and self-control.

**T**HE school, seeking to do away with the erroneous notion held by so many young students, that science is a storehouse of facts to be used for material purposes, and availing itself of every opportunity to teach the truth that science is one of the great human achievements to be ranked with art and religion, attempts to show that science is a way and means of man's fearless quest for truth.

The Griffith Observatory, which is meeting a cultural need of the community by teaching the children the love of the stars and by providing them with a broader understanding of nature, was visited by a number of classes. This humanization of science, that is, making it intelligible and interesting to those who are yet not scientists, awakened in the pupils a desire to read of the struggles, disappointments, trials, and successes of great men of science.

Through the guidance of the teachers many of the more industrious readers found where such men of letters as Sir James Jeans, Sir Arthur Eddington, and Julian

(Please turn to Page 46)

#### ● Sailing Ships in a miniature Los Angeles Harbor



## THE TRUTH ABOUT LANDON AND EDUCATION

**THE CHARGE:** Much propaganda has been spread in educational circles in California in an effort to influence parents and teachers to withdraw support from Governor Alf. M. Landon in his campaign for President. In brief, it has been charged that the Republican nominee is opposed to a sound, solid and liberal educational system.

**THE FACTS:** Kansas, Governor Landon's state, last year closed 444 local school districts and sent the children by bus to adjoining schools, finding this consolidation cheaper than operating 1-pupil schools of which there were forty at the time as well as 105 with only 2-pupils.

The Governor of Kansas did not, and COULD NOT, cut teacher salaries or close schools. Ninety-eight and one-half percent of Kansas school moneys is voted IN THE DISTRICTS. The other 1½ percent of state funds is fixed in the constitution and is beyond legislative control.

**THE VERDICT:** Edwin L. Holton, head of the Department of Education of Kansas State College says: "Governor Landon is a friend of the schools. He is a graduate of the public elementary schools; a graduate of a public high school, and a graduate of the University of Kansas. Two concrete illustrations of his friendship for public schools are: (1) He opposed and defeated Democratic Governor Woodring's tax limitation amendment which would have radically reduced financial support for the schools; (2) He recommended and signed the co-operative school law which has made it easier to consolidate small schools and get a better school for a lower tax rate."

Listen to what our own Dr. Susan M. Dorsey, former superintendent of Los Angeles Schools, says: "I am glad that the Southern California Republican Women are giving out figures relative to the school situation in Kansas. Many teachers are being misled. Every effort must be made to get the truth about Governor Landon to teachers."

*Northern California Republican Campaign Committee*



# Sierra

## EDUCATIONAL NEWS

ROY W. CLOUD *State Executive Secretary* . . . JOHN A. SEXSON *President* . . . . VAUGHAN MacCAUGHEY *Editor*

VOLUME 32

OCTOBER, 1936

NUMBER 8

### VOTE NO on 2 - 10 - 11

*Roy W. Cloud*

**P**ROPOSALS affecting education, to be voted upon at the November election, have received long and careful study by your Association. The Board of Directors, at its meeting September 5, reaffirmed the action of the State Council of Education and definitely decided that California Teachers Association should actively oppose Nos. 2, 10, and 11.

No. 2 would repeal the personal income tax. No. 10 is known as the Gas Tax Diversion Amendment. No. 11 is titled "Instructors' Tenure."

#### Personal Income Tax

No. 2 is the proposal to repeal the personal income tax. The Board expressed opposition to this measure affecting the State's financial program.

The personal-income-tax law was passed at the 1935 session of the Legislature. The tax rate fixed by the law is approximately 25% of the amount charged by the Federal Government. The Federal law does not include teachers; the California law does include teachers and other employees of the State who receive a part or all of their salaries from public money.

An income tax is based upon ability to pay taxes, and is a justification of the principle of the sales tax.

The theory of the sales tax is that every one, without regard to financial ability, must contribute a certain percentage of his income whenever a purchase is made.

The income tax is based upon the income of the individual, and as the

smaller incomes are exempt, the income tax is paid by those with ability to pay. It balances the sales tax and is equitable because of that fact.

The financial program of California should be changed only after careful study of the needs of the State are ascertained and a just system of taxation has been devised. A "No" vote on proposition No. 2 is requested.

#### Gas Tax

Those interested in public education should vote "No" on No. 10. This measure provides that revenues from taxes on the sale of gasoline and motor vehicle fuel and for taxes on motor vehicles, shall be used exclusively for the maintenance and building of highways and for the payment of other obligations of the State Highway Department.

The Constitution of California for many years has provided that the first monies coming into the Treasury of the State shall be set apart for the maintenance of public education. Proposition No. 10 would in effect set aside public education's priority claim in the Constitution.

There are features of this proposal which have caused the California Automobile Association and other State organizations to oppose the measure.

California Teachers Association opposes it because it affects the constitutional guarantee for public education and places the roads above the welfare

of the boys and girls of the State. Every friend of education is asked to vote "No" on No. 10.

#### Instructors Tenure

No. 11 on the ballot is known as "Instructors Tenure." In asking those interested in public education to vote "No" on No. 11, the Directors firmly and unanimously believe in the principle of tenure and in the existing tenure law and are desirous that it should be continued in California. The placing of such a tenure proposal as No. 11 in the Constitution is unwise.

California now has the best tenure law of any of the States of the Union. The larger percentage of California teachers are protected by an especially good tenure law.

Reasons for the Association's opposition to No. 11, are contained in the statement made by John F. Brady, vice-president, California Teachers Association; E. B. Couch, chairman, State Tenure Committee, California Teachers Association; and Ray C. Eberhard, attorney for Affiliated Teacher Organizations of Los Angeles, in part, as follows:

"Organizations representing 93% of the Teachers of the State, the Parent-Teacher Association, the American Association of University Women and other organizations which are strongly in favor of a fair teacher tenure law, are just as strongly opposed to this proposed amendment.

If this proposal were simply to place in the Constitution only the principle that teachers be employed and dismissed solely on merit, it would be wise and just, but as submitted it is both unnecessary and undesirable.

Unnecessary, because California already has a tenure law, enacted by the Legisla-

ture, which is regarded as a model throughout the United States.

Undesirable, primarily, because it is unwise to freeze a mass of experimental administrative detail into the Constitution, subject to amendment, even in the most minute detail, only at a general election.

Furthermore:

Its provision for a special court or tenure board, comprised of teachers, paid by teachers, to decide controversies between teachers and school boards, is discriminatory and undemocratic.

### Discriminates Among Teachers

Its requirement that the teachers constituting such Court must be certificated to teach in elementary schools and high schools and junior colleges, disqualifying all those certificated in one, but not in all types of schools, discriminates even among teachers.

Its denial to local school boards, elected by the people, of the right to determine which teachers shall be permanently employed, and the transfer of this power to a politically appointed state board, invades the right of local self-government.

Its proposal to establish expensive court trials, after previous hearings before school and tenure boards, thus restoring the plan which caused widespread dissatisfaction under the original tenure law, and which the 1935 Legislature abolished at the request of the teachers, is unwise. Providing such retrial in cases involving incompetency, unfitness and insubordination, but not on charges of immorality, is manifestly illogical and unjust.

### Injustice and Evasion

Its delegation to county superintendents of the power to transfer teachers in small districts to other districts without the consent of either the teacher or the district to which the teacher is transferred, is un-American.

No board of three members, in a vast State, comprising approximately 3,000 school districts, could perform the duties imposed upon it, within the time limits provided. Injustice would result, both to trustees and teachers; evasion would be encouraged, and the schools disrupted.

No law, fundamentally unfair, can endure. This proposal dooms itself. It is unjust. It is unworkable. It is unsound. It should not be written into the Constitution. For the best interests of schools, we urge all citizens to vote 'No.'

This argument appears in the handbook for voters which will be sent to all of the electors of California.

*Vote No on Number 2.*

*Vote No on Number 10.*

*Vote No on Number 11.*

## FORWARD

**C**ALIFORNIA Teachers Association, Southern Section, has issued an eight-page folder for its members, entitled "Forward Professionally! A New Program." In it the work and objectives of the Association are discussed.

Arthur F. Corey, president of the Section and assistant superintendent of schools, Orange County, makes a splendid appeal for unified support of a strong professional program.

The new Association activities which challenge interest are outlined by Fred L. Thurston, executive secretary of the Southern Section.

W. Harold Kingsley, director of public relations in the Southern Section, describes the relations of the schools and the public.

A comprehensive statement concerning the problems confronting the voters of the State at the November election is included, as are also matters of general interest.

The Bureau of Welfare, the placement division, and the Southern California Teachers Home are interestingly described.

Mr. Thurston and his committee are to be congratulated upon the worthwhile matter produced in their bulletin.

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Results of nine months effort by 50 research workers under the Speech Arts Curricula Project, Vocha Fiske, director, of the State Department of Education will be released in printed form during November.

Eleven bulletins, in addition to a guide book, *Speech in Education*, are now being condensed from more than 2500 manuscripts compiled by the project, in co-operation with University of Southern California School of Speech, according to Dr. Aubrey A. Douglass, active sponsor of the undertaking.

More than 1500 teachers from 16 states who attended the U. S. C. summer sessions made use of the research library and reference reading room maintained by the Speech Project.

Inquiries for further information regarding the project or the printed guide books should be addressed to Miss Vocha Fiske, room 300, Physical Education Building, University of Southern California, University Park, Los Angeles.

## Reading

*A Review by Rebecca S. Hayslip, Head, English Department, South Pasadena Senior High School*

**M**ANY a high school teacher has concluded his criticism of a student by saying, "But the main trouble is that he doesn't even know how to read." Numerous conferences have been held in recent years on this problem of reading disability of secondary school students, but the book *Remedial and Corrective Instruction in Reading* by James Maurice McCallister is the first to present a definite study of reading deficiencies in the junior and senior high school.

The author distinguishes sharply between students who are retarded and ones who encounter difficulties in performing specific reading activities. For the former he presents a diagnostic and remedial program involving planned administration and special teachers. For the latter he presents a program of reading guidance by the teachers themselves in the study of content subjects.

Chapter and general bibliographies are included and the text is carefully annotated. Frequent reference to experiments carried on over a period of years in the University of Chicago Laboratory Schools and in the Roosevelt Junior High School of Aberdeen, South Dakota, lend weight to conclusions.

The author is director of personnel service in Herzl City Junior College, Chicago. The fact that he has organized his book as a text for teacher-training makes it no less valuable for the teacher or administrator who wants a clear, concise presentation of a solution of a problem recently brought so emphatically to the attention of school people.

\* \* \*

*Educational Measures Before Congress (74th, Second Session, 1936)* by Ward W. Keesecker, specialist in school legislation, U. S. Office of Education, is a useful mimeographed bulletin of 11 pages.

\* \* \*

A Kentucky education association bulletin announces that Lawrence County teachers there are being paid a base salary of \$53 a month this year, an increase of \$3 over the base salary paid last year.

\* \* \*

A bulletin just released by the National Recreation Association announces that George W. Braden, Western Representative, has been assigned special service in the east during the coming two years. Glen O. Grant, until recently in important service with the Los Angeles Department of Playgrounds and Recreation, will serve as Western Representative during this period, later undertaking important work for the Association in the east.



# DISCIPLINE

## A TESTED METHOD OF MAINTAINING DISCIPLINE

A. H. Martin, Principal, Burnett Elementary School, Long Beach

**T**O help minimize problems of discipline, the school makes a special effort to see that as far as possible every child is adjusted socially in the group in which he lives, works, and plays day after day.

The boy or girl who finds himself in a group in which he fits socially is very likely to go along harmoniously, promptly becoming a member in good standing and gaining satisfactions from the feeling of "belonging."

The boy or girl who, for any reason, is not accepted by the group is at a decided disadvantage. Not being able to get the normal satisfaction from being a member in good standing, there is the likelihood that attempts will be made to get recognition or personal satisfaction in other ways. These other ways may be the ones that lead to discipline problems.

The school that makes a serious and consistent effort to see that every child has an opportunity to feel that he is an equal among equals thereby minimizes possibilities of serious discipline problems.

Next to social adjustment in importance is the question of academic adjustment—or the placement of the child in a group where he can work successfully. The child should be in a situation where the work is not so difficult but what he has a chance of succeeding in the assigned tasks nor yet so easy that he is not kept reasonably busy or that he finds no challenge to his effort. The child who has no chance to win recognition of the group for legitimate achievements may resort to getting such recognition in ways which result in discipline problems.

Although it is helpful, usually, for the new teacher to have information beforehand and to have the record of a potential discipline problem child in advance of receiving such child, there is also the possibility of harm in this preparation of the teacher unless extreme caution is exercised. It is possible that a teacher be prejudiced by the

reputation to the extent that the child senses at once that he is not receiving the same treatment as others. With this feeling prevailing trouble is almost certain to develop.

In case of trouble an open mind on the part of the teacher or principal is an important factor in the solution of the problem. Every opportunity is given the child to tell his story and to get the background of the situation. Unless the person in authority understands the whole story the person involved may carry a feeling of injustice which leads to further difficulty. Perhaps there are circumstances in the home which are at the base of the difficulty. There may be friction in the home which reflects in the attitude of the child toward the teacher or the school. It may be a case of a broken home which is causing unhappiness to the child. Living conditions in the home may be such as to make it impossible for the child to get adequate rest at night with the result that the child becomes irritable and easily upset. In all cases of serious trouble we do well to get all available information from physical and mental examinations and social case studies.

### Conferences on Parents

Another procedure which has been of invaluable help in heading off incipient cases is to have conferences with the parents of potential problem cases.

In many cases the fact that such a conference has been held seems to magically change the picture. In other cases it is helpful to have an understanding in the presence of the child as to what steps shall be taken in case of further infractions of the rules.

This is particularly helpful in cases where the child carries the impression (or creates it) that the school has no authority to punish him. In these conferences the question is put directly to the parent and he has the choice of procedure to be followed in case of serious disciplinary problems:

1. The parent to take the respon-

sibility of guaranteeing right conduct on the part of the child.

2. The parent to give unreserved authority to the school to take such measures as seem necessary.

In practically all cases the parents choose the second alternative and where the above understanding is known to the child, corporal punishment is practically never necessary, and that, after all, is the condition we wish to have prevail.

In this connection, it must be said, however, that there are cases where the authority of the school to inflict corporal punishment must be made very clear to the child. When the child realizes that the school can and will resort to such punishment if necessary, this begins the road to improvement.

**I**N the case of a child who is inclined to have trouble there is merit in setting for him a reasonable goal, or a series of easy goals, the reaching of which will give him confidence in his ability at self-control. It is important to recognize and to express commendation for the slightest improvement or even a serious effort toward making improvement.

It is essential that the classroom teacher have the unquestioned backing of the principal's office. The pupil must recognize that the teacher's authority is supported by the principal's office and, if necessary, by the office of the superintendent. This, of course, does not mean arbitrary authority. Sometimes a willingness on the part of the teacher or principal to acknowledge a mistake or misunderstanding goes a long way toward changing the pupil's antagonism.

Our task as teachers is not the same as that of police officers in handling offenders. It is our aim to lead young people into better, more harmonious ways of living rather than to punish for undesirable ways. We can do this only if we maintain open minds, ready and willing to understand the motive or history back of the apparently unsocial or anti-social conduct.

To make right conduct more satisfying—and to help make it easier until it becomes habitual is our job as teachers and leaders of childhood.



## NORTH COAST MEETINGS

Roy W. Cloud

**T**HE Counties of Humboldt and Mendocino, joining with the North Coast Section, California Teachers Association, held an educational convention on September 14, 15 and 16, at Willits Union High School.

Superintendent John W. Taylor of Mendocino County and Robert A. Bugbee of Humboldt County were in charge of the general program. Neil Parsons of Mendocino City, president of the Section, and Miss Shirley Perry, secretary, conducted the meetings of the Association. Edmund V. Jeffers of Arcata State College was in charge of the music and community singing throughout the meetings.

The main address of the first day was delivered by Dr. Paul F. Cadman, who discussed world problems and their implication to public education. He briefly outlined the reasons why the schools of the nation should teach intelligently the benefits to civilization that may be attained in a true democracy. His picture of world affairs was exceedingly graphic. Dr. Cadman has a message which should be heard, not only by teachers but by individuals engaged in every line of endeavor.

At the business meeting which followed Dr. Cadman's address, Mr. Parsons discussed Association activities and received nominations for the various section officers. On motion of Roy Good, superintendent of schools at Willits, seconded by George Badura, principal of the Fortuna High School, Miss Shirley Perry was unanimously re-elected secretary for the next two years.

### Classroom Teachers Division

Miss Mary Sample, president of the classroom division of the section, was then called upon. Miss Sample described the work of her division and asked for greater co-operation on the part of all the teachers of the Section in carrying on the program of California Teachers Association. She then asked for nominations for the presidency of the Division and, as she had served as president for four years, asked that someone else be given the opportunity to carry on during the coming year. Because of her fine service the members disregarded her request and Miss Sample was unanimously re-elected.

The State Executive Secretary, California Teachers Association, was then called upon. He outlined the program of the Association and reasons for C. T. A.'s opposition to propositions Nos. 2, 10, and 11, which will be voted upon at the general election in November.

On the afternoon sessions Monday were

Myriam Toles of San Jose who discussed marionettes and puppets, Dudley S. DeGroot, head physical education department, San Jose State College, and Ruth Parker of Chico who conducted lessons for the home economics department.

Tuesday's session began with an instructive address by Mrs. J. J. Garland, an official of the California Congress of Parents and Teachers, who interpreted the modern school in its relation to the parent. Mrs. Garland told of studies conducted by her organization which have resulted in improved school conditions. She also discussed the co-operation which the Parent-Teacher organization has maintained with the teaching forces.

### Superintendent Bachrodt Speaks

Howard Hill outlined recent improvements in projecting, and illustrated his talk with two new educational films. Superintendent Walter Bachrodt of San Jose addressed the elementary teachers and in an interesting manner told of the progress made in California in the newer lines of modern education. Mr. Bachrodt's talk was filled with sound advice which could be taken into classroom work.

Dr. George D. Rice, principal, University High School, Oakland, discussed recent trends in secondary education. Like Mr. Bachrodt, Dr. Rice gave information that can be used readily by his auditors.

During the afternoon R. E. Gillette, who has recently assumed charge of Junior Red Cross activities in California, presented the story of his work.

In the section meetings C. L. Eggleston, teacher in Willits Union High School, talked on machine-shop practice. Wesley Smith, teacher in the Ferndale Union High School, gave a discussion of agriculture as it should be taught in the schools.

On Wednesday, at both the morning and afternoon sessions, Margaret Erdt, art supervisor in San Bernardino, discussed the place of art in the public school curriculum.

The State Department of Education was represented by Helen Heffernan, chief, division of rural education, who outlined her program and talked of social studies in the elementary school. A. S. Rinn of the Department of Agricultural education, was present throughout the session and gave a training course for the teachers of the North Section who are engaged in his line of activity.

The entire program was of great merit. Teachers in attendance will take back to their schools both instruction and information.

The following were the committees appointed by President Neil Parsons:

### Elections

Paul Lange, Chairman  
Ileta Shimmin  
Mrs. Jeanette C. Clow  
Mary Beaver  
Frank A. Fick

### Auditing

Paul Beaufort, Chairman  
Ruth Cartwright  
Eugene Burns

### By-Laws

Neil M. Parsons, Chairman  
W. A. Chessall  
A. O. Cooperrider  
Mary Sample  
Edward Nix  
Robert J. McKeay  
Shirley A. Perry  
Ellen C. Knudson

### Resolutions

Mrs. Verna M. Moran, Chairman  
Laing Chambers  
Emil J. Spiering  
Robert Damon  
Mrs. Vivien Smith

### Legislation

A. O. Cooperrider, Chairman  
Robert U. Ricklefs  
Cordelia Jones  
Roy Good  
Harry Riley

### Public Relations

Joseph T. Glenn, Chairman  
Mrs. Clara E. Van Matre  
Robert Harmon  
C. A. Thunen  
Neil M. Parsons  
Shirley A. Perry

New North Coast Section officers are,—president, Emil J. Spiering, principal, Elementary School, Ferndale; vice-presidents, John Bowersox, teacher, High School, Fortuna; Mrs. Sarah F. Carter, teacher, High School, Eureka; Mrs. Ellen Taylor, teacher, Fort Bragg Union; Council member, A. O. Cooperrider, principal, High School, Arcata; member Teachers Aid Committee, Fred D. Patton, principal, Dorrington School, Point Arena; secretary-treasurer, Shirley Perry, teacher, Ukiah High School; president, Classroom Teachers Department, Mary Sample, Arcata High School; secretary-treasurer, Neal McClure, teacher, Ford Street School, Ukiah.

\* \* \*

## I Saw God Today

Mildred Long, Pomona

**I** SAW God today in the dawn's rosy light;

In refreshing dew on grass and flowers;  
In the sparkling sea with its green and white;  
In each living charm of daylight hours.

I heard His voice in the song of the bird;  
In the sigh of the wind through the moaning trees;  
In the love and cheer of a spoken word;  
In the surf that washes on lonely leas.

I felt His presence in loving hearts;  
In the peace and trust of an invalid's room;  
In the silent joy from within that starts,  
Dispelling grief and sadness and gloom.

This is God's world from desert to wood,  
From starry night to noon-day sun;  
He lives in the voices of beauty and good,  
In every loving deed that's done.

# LIBEL AND SLANDER

## CIVIL LIBEL AND SLANDER OF CALIFORNIA SCHOOL ADMINISTRATORS AND TEACHERS

*Alfred E. Lentz, C. T. A. Legal Advisor*

**T**HE reading of a recent decision of the Appellate Court furnished the inspiration for this article. The purpose of this article is to indicate the operation of the law of civil libel and slander insofar as that law may affect public school administrators and teachers, as such, particularly with respect to privileged communications. Only a broad, general outline of the law can be sketched, and then but briefly, in the space available.

The principal portions of the law relating to civil libel and slander are found in sections 45, 46 and 47 of the Civil Code of California, which sections are here reprinted so that this article may be more readily followed:

45. Libel is a false and unprivileged publication by writing, printing, picture, effigy, or other fixed representation to the eye, which exposes any person to hatred, contempt, ridicule, or obloquy, or which causes him to be shunned or avoided, or which has a tendency to injure him in his occupation.

46. Slander is a false and unprivileged publication other than libel, which:

1. Charges any person with crime, or with having been indicted, convicted, or punished for crime;

2. Imputes in him the present existence of an infectious, contagious, or loathsome disease;

3. Tends directly to injure him in respect to his office, profession, trade, or business, either by imputing to him general disqualification in those respects which the office or other occupation peculiarly requires, or by imputing something with reference to his office, profession, trade, or business that has a natural tendency to lessen its profits;

4. Imputes to him impotence or a want of chastity, or,

5. Which, by natural consequence, causes actual damage.

47. A privileged publication is one made—

1. In the proper discharge of an official duty.

2. In any (1) legislative or (2) judicial proceeding, or (3) in any other official proceeding authorized by law; provided, that an allegation or averment contained in any pleading or affidavit filed in an action for divorce or an action prosecuted under section 137 of this code made of or concerning a person by or against whom no affirmative relief is prayed in such action

shall not be a privileged publication as to the person making said allegation or averment within the meaning of this section unless such pleading be verified or affidavit sworn to, and be made without malice, by one having reasonable and probable cause for believing the truth of such allegation or averment and unless such allegation or averment be material and relevant to the issues in such action.

3. In a communication, without malice, to a person interested therein, (1) by one who is also interested, or (2) by one who stands in such relation to the person interested as to afford a reasonable ground for supposing the motive for the communication innocent, or (3) who is requested by the person interested to give the information.

4. By a fair and true report, without malice, in a public journal of (1) a judicial, (2) legislative, or (3) other public official proceeding, or (4) of anything said in the course thereof, or (5) of a verified charge or complaint made by any person to a public official, upon which complaint a warrant shall have been issued.

5. By a fair and true report, without malice, of (1) the proceedings of a public meeting, if such meeting was lawfully convened for a lawful purpose and open to the public, or (2) the publication of the matter complained of was for the public benefit.

### Three Cases

Before entering into any discussion of what the sections quoted may involve, attention should be directed to the three cases bearing on the subject of this article which have come before the higher courts of this state.

The earliest California case was decided in 1886. In this case, the plaintiff, a girl, was a student and the defendant was the principal of the school. The press of the community had published articles censoring the management and faculty of the school for the treatment which had been accorded the plaintiff. The defendant, apparently wearying of these articles, wrote a letter which he caused to be printed in the press, and which referred to the plaintiff in the following language:

"... by her conduct in class, by her behavior in and about the building, and by her spirit as exhibited in numberless personal interviews, she has shown herself to be unreliable, and almost entirely destitute of those womanly and honorable charac-

teristics that should be the first requisite in a teacher."

Thereupon the plaintiff sued the defendant for damages for libel. The court found that the publication of the libel was false and malicious and that it was not a communication privileged under Civil Code section 47.

The next case was decided in 1921. In this action a school principal brought an action for libel against an official in the school system, because the latter had made to a newspaper the statement given below, which was subsequently published in a local newspaper:

"We are going to drop at least three principals . . . at the close of the current school year. These are . . . Mr. Blank, principal of the Blank School. . . . These changes have been recommended to the school board by the superintendent for the reason that he considers these positions, as they exist, weak spots in the public school system of instruction."

The plaintiff alleged that the statement made was false, malicious and unprivileged and by making it accused him of being unfit and incompetent as a teacher. He asked \$55,000 damages. The defendant demurred to the complaint of the plaintiff. The trial court sustained the demurrer without leave to amend. Judgment was given to the defendant and the plaintiff appealed. The Supreme Court held that the statement tended naturally, necessarily and proximately to produce one, at least of the results mentioned in Civil Code section 46, in that it imputed to the plaintiff a general disqualification in those respects which the profession of teaching peculiarly requires. The court reversed the judgment of the trial court and directed the trial court to overrule the demurrer of the defendant and to hear the action.

### She Broke His Tooth

The last case is quite recent, the decision having been handed down July 31, 1936. In this case the plaintiff was a teacher in a school in a city school system. While disciplining one of her pupils, a nine-year-old boy, she caused one of his teeth to be broken. The boy sued the teacher and recovered \$200 in damages. The trial and judgment received some publicity in the press. The defendant, the father of two pupils attending the school



where the plaintiff taught, read the articles published in the press concerning the plaintiff and thereafter at a meeting of the local chamber of commerce introduced a resolution reading as follows:

"Whereas, Miss Blank, a teacher in the Blank School, has on several occasions shown a lack of self-control in the classroom,

"Whereas, this lack of self-control has manifested itself in the handling of pupils committed to her care by undignified actions and sometimes brutal treatment of children, and

"Whereas, the public press reports that the Municipal Court has rendered a judgment against her for the mistreatment of a pupil, and

"Whereas, her usefulness as a teacher in the Blank School or in any school in this locality has ceased, now therefore

"Be it resolved, that the board of governors of this Chamber of Commerce does hereby respectfully request the board of education to transfer Miss Blank to a school outside this locality as soon as possible and not later than the beginning of the next school term."

### Appellate Court Opinion

Thereupon the plaintiff brought an action against the defendant for libel. Judgment went for the defendant in the trial court and the plaintiff appealed. The Appellate Court, however, upheld the finding of the trial court that the matter contained in the resolution was true, that the defendant acted in good faith and that the publication of the matter came within the rule of qualified privilege as set forth in section 47 of the Civil Code. The Appellate Court in its opinion said, in part:

"It is well settled that a defendant is not required in an action of libel to justify every word of the alleged defamatory matter; it is sufficient if the substance, the gist, the sting, of the libelous charges be justified; and if the gist of the charge be established by the evidence, the defendant has made his case. . . . It seems clear to us that the published article was a fair and substantial account of what appeared in the public press. . . . The evidence shows that the respondent had children in the school in which appellant taught; that the groups to which the resolution was published were the local chamber of commerce and the board of education of the city school district. The local chamber of commerce was made up of citizens of the community, and the board of education was charged by law with carrying on the work in the schools, and particularly the assignment of teachers. The conduct of

appellant in the discharge of her duties as a teacher was a matter of public concern, and there was sufficient evidence to justify the trial court in concluding that the publication of the matter complained of was, in the instant case, for the public benefit. The existence of malice was a question of fact for the trial court. . . ."

### Principles Established

The cases to which reference has been made are, as already stated, the only cases decided by the higher courts of this state wherein a teacher or prospective teacher has appeared as a plaintiff in an action for libel or slander based on charges reflecting upon the qualifications of the plaintiff as a teacher.

These cases establish these principles:

1. A false and unprivileged statement, written or verbal, reflecting upon a person's qualifications as a teacher is actionable.

2. The conduct of a person in the discharge of his duties as a public school teacher is a matter of public concern, and statements made at a public meeting concerning his conduct as a teacher, if true and made without malice, are privileged under Civil Code section 47.

The following principles should also be noted:

1. A statement made in the discharge of an official duty is unconditionally privileged.

2. A statement made by one who has an interest to one who has a corresponding interest is privileged, if made in good faith and without malice.

There are at least three common situations in which this question is involved and in which teachers and administrators are directly interested. These are:

1. The making of recommendations by the administrative head of a school district to the governing board respecting the employment, promotion, demotion and dismissal of employees of the district.

2. The giving of confidential reports by a person or organization to a school administrator or governing board respecting a person under consideration for employment.

3. The making of charges by patrons of a school to school administra-

tors concerning administrators and teachers.

These are important situations, for without such reports and recommendations school districts would be at distinct disadvantage in the employment of personnel. Where such recommendations and reports are made without malice it seems to be evident that under subdivision 1 of Civil Code section 47 the recommendations and reports made by a school administrator to his superior or to the governing board are privileged when made in the discharge of duty by the person making the report.

As to reports made by other persons to a school administrator or governing board concerning an applicant for employment, it would appear that under subdivision 3 of said Civil Code section 47 such reports are privileged if made without malice.

So also, it would appear that if a patron of a school makes a statement to the school administrator or to the governing board of the district concerning a teacher, the communication would seem to be privileged under subdivision 3 of Civil Code section 47, provided, of course, no malice exists.

Likewise charges brought by a person against an administrator or teacher under the provisions of the Tenure Law (School Code section 5.650 and following) apparently are privileged under subdivisions 3 of section 47 of the Civil Code, if made without malice.

### Malice

Malice, as used in the Civil Code sections referred to, is malice in the popular conception of the term, that is, a desire or disposition to injure another founded upon spite or ill will. Accordingly, malice in fact defeats a plea of privileged communication. In order to protect a communication as qualifiedly privileged, it must be made in good faith and in the honest belief that it is true. Knowledge of its falsity at the time of making it destroys its privileged character. (16 Cal. Jr. sec. 69, p. 67.)

It is not necessary that a statement otherwise privileged be true in order to be a privileged one, under the Civil Code sections cited. It is sufficient that the statement be made in good faith, without malice, as the honest belief of the person making it. "The allegation and proof that the publication of the statement was privileged, upon any of the grounds set forth in section 47 of the Civil Code, constitutes a defense, aside from justification, and which does not depend at all upon the truth of the defamatory matter." (16 Cal. Jur. sec. 35, p. 63.)

\* \* \*

R. S. Tipton, principal, Soledad Union Grammar School, Monterey County, reports that the school staff is again enrolled 100% in California Teachers Association and N. E. A. The Soledad staff has maintained a high professional rating for years.



## The New World

**W**EEDLY broadcasts NBC Western States Blue Network, KGO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, director of education, Western Division, National Broadcasting Company.

**October 5**—Helen M. Lord, president, Los Angeles Elementary Teachers Club; teacher, Grade 6A, Ford Boulevard School, Belvedere Gardens, Los Angeles.

**October 12**—Charles M. Dorr, teacher of history, Clovis Union High School; chairman, Public Relations Committee, C. T. A. Central Section.

**October 19**—Grace Beebe, teacher, King City Elementary School; president, C. T. A. Central Coast Section Classroom Teachers.

**October 26**—Helen F. Holt, teacher, Alameda City Schools; western vice-president, National League of Teachers Associations.

**November 2**—John A. Sexson, superintendent of schools, Pasadena; president, California Teachers Association.

**November 9**—A. J. Cloud, president, San Francisco Junior College; veteran worker in California Teachers Association.

\* \* \*

Robert U. Ricklefs, principal, Hoopa Valley Elementary and High School, has written "An Educational Program for the Hoopa Valley Unified High School District," a mimeographed bulletin of 54 pages, his thesis for an advanced degree in education at Stanford University. It will be of much interest to all who are working upon school unification and the curriculum.

## CALIFORNIA FARMS

### OWNERSHIP OF FARMS AND FARM LANDS IN CALIFORNIA—1930-1935

*Dr. Elmer H. Staffelbach, C. T. A. Director of Research*

**A**RECENT report issued by the United States Census Bureau gives interesting information concerning the present status of farm ownership in California. Comparative data are also provided for previous years.

Table I reveals the interesting fact that the number of farms in the state increased by almost 15,000 during the five years from 1930 to 1935. The number of full owners increased by over 9,000, while part owners decreased in number by nearly 2,000. The number of tenants increased by over 8,000.

In Table II is revealed the fact that the farm acreage for the entire state remained almost exactly in 1935 what it was in 1930. However, the average size of farms was reduced by 22 acres. The acreage under full ownership of the operators increased by

slightly more than one million acres. Farm land operated by part owners decreased by 760,000 acres, while that operated by tenants increased by over 650,000 acres.

**Table I**  
Number of Farms by Tenure of Farm Operators

Item	The State
Farms and Farm Operators	
Number of farms.....Jan. 1, 1935	150,360
Apr. 1, 1930	135,676
Farm operators, by tenure:	
Full owners.....1935—number	99,443
1930—number	90,375
Part owners.....1935—number	11,404
1930—number	13,131
Managers.....1935—number	6,817
1930—number	7,768
Tenants.....1935—number	32,696
1930—number	24,402

**Table IV—Farms, Farm Acreage and Value by Tenure of Farm Operators, 1935, 1930, 1925, 1920, and 1910**

Item	1935 (Jan. 1)	1930 (Apr. 1)	1925 (Jan. 1)	1920 (Jan. 1)	1910 (Apr. 15)
Farms.....total number	150,360	135,676	136,409	117,670	88,197
Farm operators, by tenure:					
Full owners.....number	99,443	90,375	101,261	75,882	56,500
Part owners.....number	11,404	13,131	8,393	11,698	10,132
Managers.....number	6,817	7,768	6,709	4,949	3,417
Tenants.....number	32,696	24,402	20,046	25,141	18,148
All land in farms.....total acres	30,437,995	30,442,581	27,516,955	29,365,667	27,931,444
By tenure of farm operator:					
Full owners.....acres	10,580,401	9,526,520	11,145,322	10,303,841	*
Part owners.....acres	8,139,377	8,899,587	6,526,315	6,892,374	*
Managers.....acres	4,915,403	5,869,028	4,717,860	5,485,447	6,604,972
Tenants.....acres	6,802,814	6,147,446	5,127,458	6,684,005	6,201,133
Value of farms (land and buildings)					
total dollars	2,325,446,364	3,419,470,764	3,152,488,322	3,073,811,109	1,450,601,488
By tenure of farm operator:					
Full owners.....dollars	1,191,151,866	1,718,174,257	1,836,241,791	1,439,952,601	*
Part owners.....dollars	307,257,347	524,072,593	315,646,286	460,971,810	*
Managers.....dollars	364,844,283	545,920,185	465,721,939	442,032,436	229,544,415
Tenants.....dollars	462,192,868	631,303,729	534,878,306	730,854,262	338,609,243

\*Not available.

**Table II**  
Farm Acreage by Tenure of Farm Operators

Item	The State
Approximate land area.....1935—acres	99,617,280
Proportion in farms.....per cent	30.6
Average size of farms.....1935—acres	202.4
1930—acres	224.4
All land in farms.....Jan. 1, 1935—acres	30,437,995
Apr. 1, 1930—acres	30,442,581
By tenure of farm operator:	
Full owners.....1935—acres	10,580,401
1930—acres	9,526,520
Part owners.....1935—acres	8,139,377
1930—acres	8,899,587
Managers.....1935—acres	4,915,403
1930—acres	5,869,028
Tenants.....1935—acres	6,802,814
1930—acres	6,147,446

**Table III**  
Farm Values by Tenure of Farm Operators

Item	The State
Value of farms (land and buildings).....Jan. 1, 1935—dollars	2,325,446,364
Apr. 1, 1930—dollars	3,419,470,764
Av. value per farm.....1935—dollars	15,466
1930—dollars	25,203
Av. value per acre.....1935—dollars	76.40
1930—dollars	112.33
By tenure of farm operator:	
Full owners.....1935—dollars	1,191,151,866
1930—dollars	1,718,174,257
Part owners.....1935—dollars	307,257,347
1930—dollars	524,072,593
Managers.....1935—dollars	364,844,283
1930—dollars	545,920,185
Tenants.....1935—dollars	462,192,868
1930—dollars	631,303,729

The total value of farm lands and buildings in California decreased during the five-year period by about \$1,100,000,000, and the average value per farm fell from over \$25,000 to less than \$16,000. The average value dropped from \$112 to \$76 per acre. These decreases were shared by all types of operators.

The reader may also be interested in the figures of Table IV which presents a summary of data concerning farms, farm acreage, and farm values at stated periods from 1910 to 1935.

Campbell Union High School, Santa Clara County, opened this fall with part of its classes in a new building recently completed as a W. P. A. project. For many years the district considered the construction of a new school, but only last year did actual work commence on this first unit of what is eventually planned to be a complete new school plant. Lloyd K. Wood is the school's principal.

\* \* \*

## Speech-Reading

MRS. MARY ROGERS MILLER, state normal instructor in lip-reading, is director of the progressive studies of speech-reading for the hard-of-hearing and the deafened, 1209 Crenshaw Boulevard, Los Angeles.

With Nellie Alford, instructor in the Alford School of Allied Arts of Long Beach, Mrs. Miller has just completed summer session teaching at University of California at Los Angeles, where two courses in speech-reading were given. The Jena method of speech and speech-reading was used in these courses. Based on a foundation of modern psychology of speech and language, the Jena method has the unreserved approval of teachers of the speech arts.

In Europe this method has been successful for 30 years, and its adaptation to English is rapidly gaining friends in American schools. Professor John Muyskens, University of Michigan, says that the Jena method is the only one that will ever make speech-reading spontaneous and automatic, reducing the amount of eye-strain so much complained of by lip-readers, and becoming an actual permanent acquisition.

The Jena method is not lip-reading, but reading speech. Attention is shifted from the kaleidoscopic movements of the lips of the speaker to the muscular sensations in the vocal organs of the speech-reader himself. These motor sensations are inseparably linked with all understanding of speech, even when heard perfectly.

The triple association of visual, auditory and kinesthetic or motor sensations are involved in language understanding. When either sense is impaired, the others must be strengthened to carry the duty. Lip-reading puts a serious burden on the eye, besides this, since 75% of all speech is invisible when normally produced, "lip-speaking" has become an almost necessary accompaniment of lip-reading; this is a form of "sign language" which sets it users apart from those of normal speech habits.

The unfortunate habit of teaching and responding without voice which prevails in some lip-reading classes, creates an artificial situation, and does not help the hard of hearing person to meet the public in every day life. Only full normal voice is tolerated by all teachers of the Jena method; speech improvement and speech-reading are achieved at the same time.

# Consumer Education

## EXPERIENCES IN SETTING UP A COURSE IN A SMALL CITY

L. Robert Frembling, Commercial Department, Lodi Union High School

THE success of a learning experience depends on its proximity to the actual experience. In planning a course in Consumer Education, we should devise a course which gives the student everyday experiences of a consumer and incidentally become acquainted with the material in classifying it for them. Two valuable aids in setting-up these experiences are a syllabus and a pamphlet file.

### Material

There is so much material that a teacher must eliminate some. The syllabus can be used to classify the material into suitable units and lessons. Students like to find material readily. This keeps up their interest to facilitate locating references. The file can be organized to fit the syllabus. Thus plenty of material is readily available.

### Text

Reports on magazine and pamphlet articles, if well synchronized with the unit and text, are always particularly interesting to the class. Only two texts were found that seemed to be suitable for the course planned. Of the two, Shields and Wilson's Business Economic Problems best fitted the student needs.

The next step was to fit the chapters of the book to the desired units as set up in the syllabus. This meant "skipping" around in the text, but it was found that certain chapters fit exactly the units set-up.

### Files

Two problems always confront the teacher in organization, namely, suitable tools and cost. Box-files suitable for filing all sizes of pamphlets are expensive. This problem was solved by using shirt-boxes obtained gratis from a merchant. These were stripped with gummed tape-paper and one side removed. If each pamphlet is then enclosed in a manila folder the reference tabs will show clearly without removing from file.

### Syllabus

A review of the writer's syllabus is in the April, 1936, issue of the Balance Sheet. The syllabus was not intended to be static. As new references appear they are given to the student under the proper unit and filed accordingly.

### Class Organization and Conduct of Subject

A trial class of 35 students was scheduled for one hour per day. It was explained to the students the purpose of the course.

Each was requested to write out a brief statement giving his reasons for signing-up for the course. A brief summary gives the results of this:

Reasons given by student for taking course	Number of Students
1. Expect to have consumer problems some day .....	17
2. Had to have a fourth subject; seemed most interesting .....	4
3. Scheduled by office .....	4
4. Want to be a buyer for a store; felt this would help me .....	2
5. To learn to use money more wisely .....	2
6. Took to replace course dropped .....	2
7. Want some thing new and different .....	2
8. Failed another subject so took this .....	2
9. Introduced to it in another course; wished to continue .....	1

Although there is a rather large variety of reasons given, by far the greatest number apparently are interested in the problems of the consumer.

Students like to tell about something which they have discovered so much time is devoted to reports. One survey proved particularly interesting to all.

### Method and Result of Survey

A coffee survey was made to determine why consumers bought particular brands. Each of ten students took a separate section of the city or country. They each went to one grocer and nine neighbors as well as their own house. A prepared statistical sheet was taken on which certain questions were to be answered.

Each brought in his report sheet which was then scored in colored chalk on a large section of the blackboard. They followed the reports enthusiastically. The results were watched to see if any relation existed between price and quality or blend, advertising and amount purchased, and type of container and price. In no case could any of these three relations be found. Of course, a survey of 10 grocers and 100 consumers cannot be expected to establish anything finally; but the student saw the problem much more clearly.

### Developing Interest

Further applying the principles of psychology we should go from the known to the unknown (from the interesting to the little-known part of the subject). In order that the students might be enthusiastic over the new course it seemed advisable to put the unit on buying first and work toward wealth and income and other such intangible problems later.

Plans should be made far enough in

advance so that materials can be gathered from all sources before the course begins. Otherwise, some of the best pamphlets are sure to come in after a unit has been completed.

Interest can be maintained in a subject under discussion by bringing in a person of authority. Merchants and other businessmen can be found who are willing to explain their position to an interested consumer. It was found that certain businesses called upon the teacher to give them time to show the young consumer and answer questions.

#### Sources of Information on Consumer Education Problems

An abundance of material is available. The problem is one of separation and evaluation. The syllabus\*, which is obtainable from the writer, contains all of those known to him.

Series of pamphlets which are applicable to this subject are:

1. **Consumers Radio Series.** National Advisory Council of Radio in Education. University of Chicago Press. (6 bulletins.)
2. **University of Washington Extension Series.** University of Washington, Seattle, Washington. (2 pamphlets.)
3. **Better Buymanship Series.** Household Finance Corporation, 919 North Michigan Avenue, Chicago. (17 pamphlets.)
4. **Modern Problem Series.** The Education Printing House, Inc., Columbus, Ohio. (2 bulletins.)

A few publications which deal with this subject are:

1. **Consumers Guide.** Consumers Counsel of A. A. A. (bi-weekly). Bureau of Labor Statistics, U. S. Dept. of Agric.
2. **Consumers Defender.** Co-operative Distributors, Inc., 30 Irving Place, New York, N. Y. (monthly.)
3. **Reports of Food and Drug Administration.** U. S. Department of Agriculture.
4. **Radio Service.** U. S. Department of Agriculture. (weekly.)

The following lists can be obtained which have valuable pamphlets of interest shown:

1. **Government Publications of Use to Consumers.** Superintendent of Documents, Washington, D. C.
2. **Pollak Pamphlets.** Pollak Foundation, Newton, Massachusetts.
3. **Materials for Schools.** Metropolitan Life Insurance Company, New York, N. Y.
4. **List of Publications of Interest to Household Purchasers.** U. S. Dept. of Commerce, National Bureau of Standards.
5. **Check List of Publications of the Brookings Institution.** 722 Jackson Place, N. W., Washington, D. C.
6. **Publications of American Home Economics Association.** 620 Mills Bldg., Washington, D. C.
7. **The Publications of the President's Conference on Home Building and Home Ownership.** 42 Broadway, New York, N. Y.
8. **The Vertical File.** H. W. Wilson Company, 950 University Avenue, New York, N. Y.

There are many more fine pamphlets which cannot be mentioned here due to the brevity of the article. The above pamphlets and agencies will be found very helpful to anyone interested in setting-up a course in consumer education.

\*For a copy send 50 cents to L. R. Frembling, Lodi Union High School, Lodi.

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### Placement Service

California Teachers Association offers its members placement service at nominal cost. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley; phone THornwall 5600; or Fred L. Thurston, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.



## DEPRESSION FLOWER

THE DEVELOPMENT OF ATASCADERO ELEMENTARY SCHOOL LIBRARY  
UNDER DIRECTION OF TRAMMELL W. MOORE, PRINCIPAL

*Ruth Fay, Librarian*

**I**T was a room in which there seemed to be no sunlight, although one side was almost solid with small-paned windows nine feet high. The walls were dingy tan, the woodwork, battered brown. All the soft northern light was swallowed in the darkness of a cheerless interior. It was a room into which had crept the deadly effects of the great depression.

Off the back of the room opened two doors into a nondescript cloak hall. But, here was a high, arched, double window of classic lines. Through the cobwebby panes one could see the sky, as blue as turquoise; and against it, the waving folds of the big flag on its tall pole. The afternoon sun did slant through this window, as if trying to make up for the gloominess elsewhere apparent.

Adjoining it, was a tiny office where glass cupboards lined two walls. Here was crowded the small supply of library materials belonging to the school: a few reference sets, many half-worn volumes of doubtful value, and the usual collection of texts and pamphlets. A slight attempt had been made to classify them, but the work of handling had always been difficult because of cramped quarters. Also, there was the problem of having the library in the principal's office, where access to the shelves was necessarily forbidden to the pupils.

### The Fathers Helped

By making use of another room, it was possible to release the one just described from class occupation, and, with materials at hand, the work of reconstruction was started. Into the scene came the fathers of several of the children, some of whom were expert workmen, some, plain SERA laborers. Two cupboards were transferred to the north room, shelves were built into the cloak room. The walls were calcimined daffodil yellow, the ceiling cream, while the woodwork was painted light buff. The stack shelves were finished in soft green.

An oak table from the too-small office became the central piece on the floor, its massive beauty allowed to expand. Other tables were found about the building, none of them matching, but all good. One corner became the mecca for periodicals. It is true that many were back numbers, but they were interesting, just the same.

A hollow square was made on one side of the room by setting a desk and a long table in an L-shape. The books were moved into the stack room, and the library opened for business. It was very hard to charge books here, for the table faced the light side with its battery of windows. But a wonderful thing was happening on the side between the stack room doors. Sometimes, ears were deafened by sounds of saw and hammer, but a real charging desk was being built by a master cabinet maker. As he worked, he one day talked about the FFNE, which, being interpreted, means the First Families of New England. The next day, he brought some of his treasures to show us,—faded documents with fine, aristocratic penmanship, almost undecipherable because of age. Into that charging desk went the loving care of a real workman.

### Our Charging Desk

The wide panels were stained dark green and wiped off to leave the grain of the wood. The edges and finishing boards were painted light buff, the top was covered with green battleship linoleum. The whole was built in the shape of a horseshoe, with commodious space underneath and deep storage drawers, touched off with plain brass handles. It was a happy day when the first book was charged across the new desk. It faces the room so that the light comes from the left. Surely, the early sunbeams that first morning touched it; for, ever since, there has seemed to be sunshine in the room.

At present, the only draperies are lengths of a gossamer mesh net in deep gold with brown edges, and a

design worked in brown and gold wool in the corner. These hang in straight folds, one at each end of the row of windows. They cost 29 cents a yard and are 48 inches wide. Too fragile, you say? Perhaps. But they filter and frame a studio lighting.

Another cupboard was now brought into the room, and it was found more practical to remove the glass doors, leaving all shelves free. Exceptions are where texts are stored, and a place in the stacks where is kept a collection for the teacher's professional library.

**O**NE new table has been purchased, and "thereby hangs a tale." The tables in use were really too large for small children. One day, the librarian happened to visit a second-hand store, where she saw a round table, painted pale green, home-built on four by four legs. It was priced at \$2.50. Now, it so happened that the dealer's son had ruined a book, and was to pay the replacement cost of \$1.00. So, a bargain was struck, in which the table was delivered for \$1.50 cash.

The boys in the shop tried to sand-paper the top, but the grain of the boards went in all directions. The planes merely cut gashes. So the janitor smoothed it with his sanding machine. The legs were cut shorter, and a fresh coat of green paint given it. Several chair legs were cut shorter to fit. This table now fills the popular primary corner, where the books wear out faster than the librarians can mend them. Around it, every day, gather large and small to look at picture books.

### Cozy and Friendly

In the afternoon comes the special remedial reading teacher, with her little group, in a cozy, friendly way. Tiny fingers, feeling their way in a strange world, sometimes trace the lines and dents which still remain, in spite of sanding and paint,—dents made by excited poker players sitting with their beer mugs in the old pool-hall.

Much of the clerical work has been done by pupils in the upper grades. They receive merits in their classroom records, and at seasonable times,

# THE BRIDE OF 1950 WILL BE LOVELIER because of her Classroom Drills in Gum Massage!



## Modern schools everywhere are Stressing this modern Dental Health Practice!

ON THAT "day of days" she'll have reason to remember with gratitude her childhood training in gum massage. Her smile will be radiant... lovely! And for *that loveliness* she'll be indebted to the teachers who long ago explained the importance of gum massage in guarding the health of her teeth and gums.

For gum massage, so thoroughly approved by modern dentists and so widely taught in modern classrooms, is the new way to provide the gums with the work and stimulation denied them by our modern menus.

To keep sound and healthy, gums *must* have vigorous work, and today's soft, easily-chewed foods rob

them of that work. Naturally, they lose their vigor. Naturally, they grow lazy, sensitive—betray a tendency to bleed. And finally a warning "tinge of pink" on the tooth brush reveals the urgent need of more work, of better circulation in the gum walls.

All over America, classroom drills in gum massage bring this important message to children. The index finger (to represent the tooth brush) is placed *on the outside* of the jaw and rotated from the base of the gums toward the teeth. The lesson is simple and easily taught, but its benefits are important—and *lasting*.

As an aid to massage, Ipana is recommended. For Ipana is more than

• IN YOUR CLASSROOM DRILLS, to show the correct use of the tooth brush in the healthful practice of gum massage, use the index finger, placing it on the outside of the jaw.

an effective cleanser. It is also especially designed to aid the massage in strengthening the gum tissues.

Try Ipana yourself. Every time you clean your teeth with it, massage a little extra Ipana into your gums. You'll soon notice its excellent effects—a new whiteness to your teeth, a fresh, healthy tingle in your gums. Let Ipana's effect on your own teeth and gums be the excellent reason why you bring this modern, important dental health habit to your own classroom—why you teach it to your own pupils.



Published in the interest  
of Better Health by

BRISTOL-MYERS CO., NEW YORK

ESTABLISHED 1887

Bristol-Myers Co. Dept. TCA, 626 Fifth Avenue, New York, N. Y.  
Please send Free Samples of Ipana and Class Hygiene Record Charts  
No. of pupils in my charge \_\_\_\_\_ Grade \_\_\_\_\_  
Name of Supt. or Principal \_\_\_\_\_  
My Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_  
(Write accurate parcel-post shipping address)



a bit of fun is had. At Christmas, they enjoyed a small tree which suddenly one morning bore fruit. The party ended with refreshments. They work usually in pairs, one at the desk and the other about the room as a page.

The teacher in charge has had some library experience, which has helped to make organization a little easier. The greatest difficulty which faces a project of this kind is in the clerical work, which is too advanced for elementary beginners. In order to function to its capacity, a library should have a fairly complete catalog, with author and title entries and some subject headings. When the librarian also has the full responsibility of a regular classroom, she finds it necessary to do this work at odd times after hours. This is not an ideal set-up, for it is usually a great deal to expect a person to give a straight day to an active intermediate grade and then feel like working a typewriter when all others have gone.

**Y**ET, most schools of the smaller size have not the means to pay a special librarian, even though she would earn her salary several times over in the amount of integration and reference assistance she could give. The ideal of the aspiring young assistant is to sit at the desk and charge books. But, in order that an untrained girl may do that, someone must work for hours behind the scenes, completing the operations which make the outer organization run smoothly. Therefore, the technical work behind an elementary school library must be kept as simple as possible,—the barest skeleton of what one would find in a highly organized institution.

#### Four Types of Books

The book collection consists of four types: First, our own rather small number; second, those from the school department of the County Library, which have no cards or pockets. Some of these are charged to the teachers in sets for class use; others have a small, diagonal pocket pasted in the back, a card made, and are put on the regular shelves. The third group consists of books from the County Library which have been fully cataloged. These are immediately put into circulation. A record of County Library loans is kept in a card file by authors. We have not had a chance to make it complete by adding title cards, partly because of lack of time, and partly because the group is constantly changing. The fourth type includes regular state texts, which are kept in a closed cupboard, and are not counted with the regular circulation.

Two facts have brought about a rather close co-operation between the school library and the town public library. The distance between them is a quarter of a mile, and the path crosses U. S. Highway 101, where traffic is swift and heavy. The children live mostly on outlying fruit

tracts, and must go immediately after school on a bus schedule. As a result, when school is in session, the juvenile circulation at the public library, open only three days a week, drops to a low level. The librarian has been delighted to let us have selections from her juvenile collection, in return for which favor, the school librarian has counted circulation and sent it to her at the close of each calendar month. Not including state texts, or many collections sent to individual classrooms for special reference, in 15 months of work, part of which time has been marked with epidemics, the circulation has passed the 12,000 mark. The average enrollment of the school is 240. Once a week each class goes to the library as a group for about 40 minutes. Books are exchanged and references looked up. The library is also open for general service before school, at noon and in the afternoon until 4 o'clock, when the last bus goes.

#### We've Just Begun

The fun has only begun. There is so much yet to be accomplished. There remains the problem of finding furniture that has been made for children; the tedious work of compiling a proper reference catalog; working out some plan whereby the field of reference usage may be enlarged for the upper grades; the creation of some means whereby the children may become more library minded; the training of pupils in the routine rules governing library procedures; and some adequate solution for the endless repair work that is necessary to preserve an active collection. Finally, perhaps most important of all, steering young readers slowly but surely into an appreciation of the finer things in literature, away from the constant field of fiction into the deeper waters of biography, science and history.

This library experiment in a small elementary school is truly an example of co-operation, for many willing hands have helped to make it what it is, and will continue to help it grow in the future. It may eventually lead to the addition of a visual aids department. At present, in one corner backed by a bulletin board, is a table where pictures and books in season are displayed. Several classes have held exhibits here. Illustrated pamphlets are being housed in makeshift boxes, painted by some girls in art class. Already, space is becoming limited, and by virtue of that very limit, opening up new vistas of opportunity.

**M**EANWHILE, what one small school has done, others can do. Concentration of the book collection in one place tends to give more general use to all, makes for a broader horizon. It is not a matter of a large outlay, but the development of an idea, using the resources at hand. The watchword is service. No book is too beautiful to be read or reasonably handled.

And, under no circumstances is a pupil ever sent there to sit out a punishment. The library atmosphere must be preserved for what it is: A place where happy, contented children come to do pleasure reading and treasure hunting.

\* \* \*

### Child Life

**T**EACHERS Guide to Child Development in the Intermediate Grades has been published by the California State Department of Education. It was prepared under the direction of the California State Curriculum Commission and is a companion volume to Teachers Guide to Child Development; A Manual for Kindergarten and Primary Teachers published in 1930. The latter book has been used as a guide to progressive school practice not only in California but in school systems throughout the country, and has been used as a textbook and reference in a large number of teacher training institutions. The new volume is not a course-of-study but instead presents the basic principles which may guide the development of course-of-study making.

The volume contains chapters indicating the point-of-view of the State Curriculum Commission and the State Department of Education relative to the general nature of an educational program in the intermediate grades, followed by chapters on the several subject fields. Six examples of curriculum units developed in representative schools are included in the volume.

Copies are furnished free to superintendents of schools, to directors and supervisors of instruction, and to elementary schools for use by principals and teachers of intermediate grade classes, in California. The price to others is \$1 per copy.

\* \* \*

### World Alcove

**C**ARNEGIE Endowment for International Peace is creating, in public libraries in small communities throughout the United States, a collection of books known as the International Mind Alcove. Regular installments of five books are sent every three months. It requires about six years to build up the collection to approximately 100 books. The demand for these Alcoves is great.

The object is to create an interest in foreign peoples and countries and to encourage a broader outlook upon world affairs. The books are selected particularly to attract the general reader.

Californians interested may address headquarters at 405 West 117th Street, New York City. Janet Wallace, in charge of the Alcoves, has recently issued a 4-page booklist, January 1933 to May 1936.



## THE PANEL METHOD

JUNIOR HIGH SCHOOL SOCIAL SCIENCE DEPARTMENT

Nellie M. Smith, Teacher, Willard Junior High School, Santa Ana

**T**HIS year the Social Science Department of Willard Junior High School in Santa Ana, was faced with a need of a stimulus that would cause all groups to function with satisfactory efficiency. We decided on the adaptation of the Panel Method as the means of bringing each student to his maximum ability of work.

From the American Association of University Women in Washington, D. C., we received the outline of the panel as developed by H. A. Overstreet of the College of the City of New York. Facility in handling discussion by listening Sunday mornings to the round-table discussions over NBC is attained by both student and teacher.

Adaptation of such phases of the panel as seem to lend themselves to the particular group is left to the individual instructor. In the main, the regular panel procedure is used. Discussion is a growing art in this day when, as Emerson might say, "a whole nation of thinkers is let loose."

The panel, as used in regular class work, may consist of eight or more members who sit in the front of the room, at a table. This aids in the informal talking together which the panel discussion really is.

The chairman heads the panel. It is his duty to state to the listeners, the subject under discussion for the day—usually a chapter in the text or some topic of importance within the study.

He also makes it clear that the discussion from the panel will precede discussion by the audience, explains the aim of the panel—thinking together and thinking creatively.

It is the province of the panel to clarify the subject and the province of the chairman to weigh, analyze, check and define the issue, to give a conclusion while the interest is at its height.

The assignments for the complete panel are made weeks ahead so that students may have ample time for preparation, outside drill and discussion if they so desire. Assignment is made by officers of the class and the work of typing and posting the programs is done by the class membership.

The chairman assigns the topics for discussion within his group after the group has read the whole assignment for the day. Then each member is given a choice of topics of interest to him. It is understood he may bring in any outside report or relate personal experience of travel et cetera which may bear on the topic under discussion and make it more interesting.

Many elements must be considered in the presentation of work for a whole group and plans made for individual differences. The child frustrated in the environment of home, neighborhood, or society, can never reach his maximum nor do work satisfactory to himself until this frustration is removed.

### Student Goal of Realization from Guided Panel Discussion

We strive to make each student realize as an asset his ability, cultivated to think through a situation, to speak effectively and clearly, to capture the interest and courteous attention of his listeners, to so courteously recognize each speaker with some appropriate appreciation of his contribution that will make him feel he has added materially to the conference as a whole.

Students have made a promising beginning in thinking out and presenting their problems but of course there are the faults of immaturity which only time and experience can remedy. The panel discussion arguments are not based on personal opinions and personal bias as sometimes occurs in debate. If this occurs the chairman proves his metal in keeping the argument relevant. Reports from both the higher and lower registers report an interest and participation in study, recitation and test that is gratifying to the new method try-out.

### Generalizations at Which Students Arrive After Study in Panel Discussion Directing Future Trends in Study

1. The advance of civilization is through invention, discovery and research.
2. Personal integrity is the first quality of fine and lasting leadership.
3. History today, social, political and economic, places more emphasis on high ideals in international relations, higher standards of living for the people as a whole.
4. The worker is now having more consideration than in any previous period of history.
5. The world trends are toward peace.
6. The peoples of the world are more interdependent today than ever before.

In conclusion, we submit that schools must not be too modernistic nor too cloistered but must meet the needs of society in presenting both the historical and current setting of the study of that society and the study of its reorganization now imminent.

Tools for this study and techniques and models for arriving at conclusions after comparison and study we place in the hands of youth in their quest for a better society in which each must have a share, whether of service in the ranks, or of leadership.



**FIRST** known printed book was "Diamond Sutra," printed in Japan by Wang Chieh in A.D. 868, from hand-carved wood blocks.

**DR. CHARLES MAYO** of the Mayo Clinic says, in the Introduction to the new **HEALTHY LIFE Series**: "It is a pleasure to recommend this series to educators, to parents, and to children themselves" . . . **HEALTHY BODIES, HEALTHY GROWING, KEEPING WELL**, by Fowlkes and Jackson; Grades 3, 4, and 5.



Miss Liberty will be fifty on October 28. Nationally commemorated will be the golden anniversary of the dedication of Bartholdi's giant statue of Liberty, gift of the French people, on Bedloe's Island in New York Harbor.

**JUST** published: a world history for the first year of high school—**ON THE ROAD TO CIVILIZATION**, by Heckel and Sigman. Shall we send you literature?

**ORIGIN** of the "Golden Rule" was not in Christianity. It was a basic law of seven other religions: Hinduism, Buddhism, Confucianism, Taoism, Zoroastrianism, Judaism, and Greek philosophy—centuries before the time of Christ.

**NOW** ready—the only workbooks based on the new scientific grade placement of arithmetic topics: **THE NEW CURRICULUM WORKBOOKS IN ARITHMETIC**. Or, for schools following the traditional grade placement, **THE NEW TRIANGLE DIAGNOSTIC TESTS AND REMEDIAL EXERCISES IN ARITHMETIC**. There are also Winston workbooks in reading, geometry, English, French, Latin, etc.

**FOUR** nations and eight states have claimed jurisdiction over Colorado at various times.



No two zebras ever have the same markings. (See article on Larger Wild Animals in **THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS**.)

And no two publishers' dictionaries are alike. Breaking all records in its field: **THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS** (list price, \$1.28).

**THERE** are about 3,000 individual languages in the world. English, spoken by at least 220,000,000 people, easily leads them all.

**EDITOR'S** selection for boys and girls: **THE WONDER BOOK OF THE AIR**, by Allen and Lyman (Pulitzer Prize Winner). The thrilling romance of man's conquest of the air. 350 pages, 173 illustrations; list price, \$2.50.

The **JOHN C. WINSTON COMPANY**  
WINSTON BLDG. PHILADELPHIA PA.  
CHICAGO ATLANTA DALLAS SAN FRANCISCO

## INTRAMURAL SPORTS

### UNIQUE POINT SYSTEM FOR INTRAMURAL SPORTS

Orville C. Hollinger, Vice-Principal, Columbia School, El Monte, Los Angeles County

**A**LL leaders in education believe that there are many social and physical values derived from participation in athletics. Since this is true, the best program in athletics will include a large number of boys.

The point system for awards in Columbia School, El Monte, is unique. It solves many problems which sometimes hinder an intra-mural program.

The pupils are classed into divisions according to age, height and weight exponents. Teams are then chosen from groups of similar exponent ratings. In baseball, basketball, and indoor, there are four or five leagues formed in each sport. Teams in a league have boys with similar ratings; each league has six or eight teams. A round robin schedule is played and records of teams are kept by percentage. Members of the teams receive points, according to the standings of their teams at the finish of the schedule.

Each player on a championship team receives ten points, each member of a second place team receives eight points, a third place team six points, a fourth place team five points and a last place team two points. Different sequences are used according to the number of teams in a league. For an eight-team league the following allotment was made: 10, 8, 7, 6, 5, 4, 3, 2. In case two teams tie for any position the teams can either play off, or the points can be split.

#### Handball Schedules

In handball, the boys with similar exponents are placed in squads of eight each. Every boy plays every other boy in his squad in a round robin. Records are kept and points awarded according to the standing of boys in their squads.

In track the boys with similar exponents are placed in squads of ten each. There are six events offered for participation in the track meet. A boy may participate against the others in his squad in one or any num-

ber of the six events. Five places are counted in each event in the track meet, and boys earn as many points as possible. They are then arranged according to the number of points they earn. The high point boy of the squad is awarded ten points, the second high, nine points and so on down, dropping one point for each place.

At the end of the year the points are totaled for each boy. Any boy earning 20 or more points is awarded a school letter. The boy earning the highest total number of points is awarded a trophy.

This point system has many things in its favor.

1. It is democratic. Any boy who wishes may participate and he is always competing against boys of similar rating.
2. It encourages mass participation. One must enter several sports to earn a letter.
3. It does away with numerous ribbons and extra awards. Points are awarded instead.
4. It rewards success and ability, thus encouraging practice, determination and co-operation.
5. It creates a keen competitive spirit. Interest never wanes.
6. It rewards effort. Anyone who competes may receive some points, even though he finishes at or near the bottom.

Some might argue that the system isn't fair because a team finishing near the top might contain a weak player or two, while a team finishing near the bottom might include a boy who is deserving of more points. This is true, but the same boys, when placed in squads of individual athletic events, are leveled off to their status. One will go up and the other down. Track and handball furnish this leveling off process.

The Columbia School, El Monte, has an enrollment of 1700 pupils. From this number there were 500 boys in Grades Four to Eight, at the close of last school year; 385 boys were in some form of organized athletics; 135 boys earned letters which was 35% of those who competed. On the average a boy competed in three or four sports to earn a letter.

The following tables are self-explanatory. They show a complete summary of a study made to determine the success of the program in El Monte.

This table shows the total number and percentage of boys competing in sports, the number and percentage in each sport, and the number and percentage competing in several sports. It also shows what percentage were in several sports of those who competed.

	Total No. Boys in Sports									
	Indoor	Basket- ball	Hand- ball	Track	Base- ball	One Sport	Two Sport	Three Sport	Four Sport	Five Sport
No. of boys competing	211	221	217	196	303	79	74	95	76	61
Percentage of boys competing	42.6	44.6	43.8	39.3	60.8	15.9	14.9	19.1	15.3	12.2
Percentage in several sports of those who competed						20.5	19	24.7	19.7	15.8

This table shows the distribution of points earned by boys. It gives the number of boys earning points in the range listed and tells what percentage of the boys competing fell in each range.

Points	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50
No. of boys earning the range listed	57	64	69	62	47	44	19	15	4	0
Percentage of boys competing who earn the range listed	14.8	16.6	17.9	16.1	12.2	11.4	4.9	3.9	1.04	0

## University High

**U**NIVERSITY High School Journal, published by the University High School, Grove Street at Fifty-seventh, Oakland, is now in its fourteenth volume.

The editorial board comprises George A. Rice, Marion Brown, Robert E. Brownlee, Clinton C. Conrad, Paul Fleming and Helen J. Hunt.

The editorial staff is: Robert E. Brownlee, editor; Clinton C. Conrad and Donnetta Brainard, associate editors. The business staff is: Paul Fleming, director; Max Yulich, manager; Henry Meckel, circulation.

A recent issue has among numerous noteworthy papers one by Lynn M. Barrett on Organizing a Unit in the Social Studies.

\* \* \*

## Vocational Surveys

**I**NSTITUTE for Research, devoted to vocational research, with headquarters at 537 South Dearborn Street, Chicago, has completed and published 72 nation-wide surveys of vocational opportunities in many careers. These useful monographs are widely used in schools and colleges throughout the country. The five monographs most recently published are: Career as a laboratory technician (medical technologist); Restaurant and tea-room operation as a career; Dry-cleaning industry—careers; Veterinary medicine as a career; Mortuary operation as a career.

## IN MEMORIAM

H. E. COX, teacher for 11 years, Roseville High School, Placer County.

MINERVA STOCKING, for 30 years teacher, San Luis Obispo Elementary Schools, retiring in 1935. Graduate of Stanford University, she taught for 5 years in Osos Valley rural schools, San Luis Obispo County, 1900.

PROFESSOR WILLIAM L. NIDA, see Page 41.

DR. FRANK C. TOUTON, vice-president, University of Southern California, and one of the foremost personalities in the field of education in Southwestern United States. Chairman of the curriculum committee and director of the educational policies of the university, Dr. Touton made up the entire schedule of courses and exercised large influence.

He was member of many educational organizations and societies and former national vice-president of Phi Delta Kappa. He was a nationally known author of many scientific and professional books.



## OCCUPATIONS

*Elene Michell, Professor of Sociology, San Francisco State College*

**U**SUALLY when a college professor writes a high school text he over-simplifies the material and talks down until youth finds no challenge in the material. Every page in Professor Brewer's\* book shows the author's understanding of the high school age and his mastery of teaching technique.

It is as rare as it is delightful to find the matured comprehension of the specialist presenting the essential principles and problems clearly and simply in a manner that stimulates exploration and zestful study.

The course in vocational guidance will be easier to teach with such a text as this. The things you expect are there; facts regarding those occupations that are employing an increasing and a decreasing number of workers; the important factors in applying for work, and so on.

But there is much more that the usual text does not offer. A fine philosophy of industrial relations is made practical by citing actual cases; citizenship and ethics are related to earning a living.

Moreover, Professor Brewer successfully handles hot coals; collective bargaining and company unions are discussed as well as the advantages and problems of union membership. Throughout the book repeated evidence is given of the author's recognition of the importance of right relations between people, and of the occupational significance of an understanding, both by worker and employer, of each other's problems.

To write a book on Occupations in 1936 requires an optimistic philosophy which sees the world of employment as radically changed and as continuing to change. This problem is met in a constructive manner. The choice of an occupation is treated not as a mere decision to be made but as a problem demanding explorative study, personal investigation, and some form of try-out.

### Opportunity in a New World

The student is not allowed to forget that he lives in a changing world but he is led to face this fact with optimism. Change becomes an opportunity rather than a catastrophe when old engravings are copied to show the limited industrial processes of 1770 and 1870 in contrast with present development.

Especially to be commended are the teaching helps. Questions and exercises for each chapter stimulate the child's thinking but never require the repetition or memorization of material in the text. The comprehensive bibliography is arranged topically and according to chapters so that the

teacher knows just what portions of suggested books are useful for particular references. One section of the bibliography deals with the work of the teacher-counselor.

The helpful manual for teachers which accompanies the book is the work of Dr. Mildred E. Lincoln and embodies methods she has used in the Lincoln School of Columbia University.

If I were teaching vocational guidance I should choose this book, aside from other good reasons, because the underlying theme is an understanding of industrial life.

In fact, I suspect that here is the ninth year text for which social science teachers have been asking for years; a text that presents the problems of industry with realism and hopefulness, that brings an understanding of industrial problems rather than a mass of facts, and one which shows modern issues as emerging from conditions of the past and inextricably bound to the developing world around us.

Houghton Mifflin Company recently published *Quelques Nouvelles Histoires*, an intriguing group of 18 simple French stories, chiefly from modern authors and designed for pupils who are beginning French.

Maude E. Knudson, vice-principal Inglewood High School, has brought to our attention a clever and interesting one-page mimeographed message which George M. Green, superintendent of Inglewood Union High School District, sent to the teachers there. In it he cleverly compares the techniques of progressive education with those of fine musical compositions.

\* \* \*

*Commonsense Grammar*, by Janet Rankin Aiken of Columbia University, is a handsome, well-organized volume of 330 pages giving essential practical materials; published by Crowell.

\* \* \*

### Boys Senate

**C**OLUSA County High School Boys Senate, comprising students from four high schools, meets evenings eight times during the school year, twice at each school. The membership is about 30.

E. W. Gillis, principal of Princeton Joint Union High School, was the sponsor and originator of this splendid project for teaching good citizenship. He states that the plan has been highly successful in the free discussion of important civic and national problems. He says that in the Boys Senate "there is no teacher to please, no hands to shake, no ax to grind, except the battle-ax of free speech, the weapon of a free and democratic people."

### WHAT CALIFORNIA SAYS ABOUT THE NEW

## Rugg-Krueger SOCIAL SCIENCE COURSE FOR ELEMENTARY SCHOOLS

I am quite sure that there will be a tremendous demand for them because of the value I am sure they are going to be to teachers.—*Elizabeth Sands, Director of Instruction, Los Angeles.*

I have been gratified at the interest the children have shown in them. Have allowed several pupils to read them during "Library Period." To my query, "Is it difficult reading?" they answer, "No."—*Mrs. Aletta B. Lee, Principal, The Franklin School, Eureka.*

I consider the first two volumes very excellent books for use in connection with teaching the social sciences. "Nature Peoples" is especially fine, so different from any book on the market heretofore.—*Eva L. McPhail, Principal, Peabody School, Santa Barbara.*

They are a step forward in worthwhile social science material and present vital concepts in a unified, stimulating program.—*Edith Cochran, Principal, John Muir School, San Francisco.*

### GINN AND COMPANY

45 Second Street, San Francisco

\*By John M. Brewer. Ginn and Company; see also our September issue, page 43.



## AN INDUSTRIAL CLASS

*Mrs. Lewis Bell Marquis, nee Betty C. Morris, King City Union Grammar School*

**T**WO years ago approximately 20 children, then termed "misfits," were scattered throughout various classes of King City Union Grammar School. These children were like other retarded youngsters; they hindered the progress of the other members of the classes and were likewise retarded in their own development by their inability to compete with their classmates.

Fortunately the superintending principal, A. K. Livingston, understood the situation and proceeded to find a solution. Through his untiring efforts, an abandoned one-room schoolhouse in one of the outlying districts was purchased and moved to the city school-grounds. It was entirely renovated and additions were made. Besides the usual classroom, the building has a shower and wash-room, large work-room with two work benches, a washtub and clothes closet, tool closet; large supply closet with an ironing board; a stage alcove with over 200 books in cases at one side; and, in the hall, individual lockers for each child.

It was my privilege to be selected to teach this pioneer "Industrial Class," as it came to be known.

And so, on the first day of school in September, I found myself in a classroom with 20 brown-eyed children before me, ranging in age from 8 to 16. The youngest was in the second grade, and there were a few in each grade up to the seventh. By nationality the class consisted of one Chinese, one Mulatto, a few Portuguese and Swiss-Italians and the rest being mostly Mexican.

### We Are Pioneers

It was evident that their homes, with a few exceptions, were apparently extremely inadequate—judging from unclean clothing, uncombed hair and generally careless appearances. Later it became obvious that acceptable manners were unknown to them.

The primary Stanford achievement test was given to the entire class. It was then discovered that many of the children could not read beyond a first reader. There were a few who ranked in grades up to the sixth.

In overcoming their unclean appearance, each child was provided with bath-towel, wash-cloth, comb and individual cake of

soap. The girls embroidered initials on all the towels. They all seemed proud of these, their personal articles. It was then quite simple to get them to participate in our weekly shower program. Each child brought clothes from home and has since kept them in his own locker. He is allotted a half-hour each week during which time he takes a shower puts on his clean clothing, and washes the clothes he was wearing.

### She Liked the Shower

When one Mexican girl failed to return to the classroom long after her allotted time, I finally went to investigate the situation. She was still under the spraying elements of the shower and later confessed that it was, "such fun to get all wet."

The day following his shower, each child irons his clothes. At first it was a bit difficult to persuade husky, big boys to iron their own shirts. To overcome this, I pointed out school "heroes" who were always neat in appearance, and mentioned how grown men work in laundries for a living.

**W**E then prepared a chart upon which was each child's name. We had inspection every morning, and those who passed were awarded stars. Unironed shirts according to the judgment of the class itself, would not be tolerated.

Later, we had a laundry contest. Our principal was selected as judge, and he was to determine which dress and which shirt were best in appearance according to standards of washing, starching, ironing and mending. Strangely enough, the youngest participant, the little Chinese boy, won the shirt contest. He is now seriously considering the possibilities of opening a Chinese laundry when he grows up.

Having acquired decided results with health and appearance, we as a class then commenced to stress morals and manners. Not only are these children now above average in their manners to their elders, but they are similarly polite and courteous to one another.

As all the children were seemingly without favorable personalities, every effort was made to make each child feel his importance in the class. In the other classes they had been expressionless followers. Now they are happy participants with equal opportunity for becoming president of the class. We also elect a vice-president, secretary, treasurer, monitor, and representative to the school paper.

Each child is given a different duty each week, and he takes pride in his responsibility. Some of these duties are: the care

of blackboards, chalk-trays, library, windows, workroom, kitchen, and shower-room; others are paper monitor, morning duster, tool manager, and tender of the clothes on the line (to bring in, sprinkle, and roll down in towels). By keeping the school wash-bowl white and shiny, or by sweeping our kitchen floor, it is hoped that the children will carry out these responsibilities in their own homes.

Another way in which they have developed their self-respect is by doing odd jobs for other classes. For example, the fourth grade teacher wanted an unfinished bookcase stained; the second grade teacher needed a small garden stake for her flower pot; the kindergarten teacher desired to have her block-box set on wheels; the third grade teacher wished for a doorstep, etc. All of these desires were satisfied in the Industrial Class. It was with great pride that the children would present the finished articles. This would also tend to influence the other children to respect the makers of these articles.

### Fairness and Justice

The children have also gained confidence in themselves and practised fairness and justice while taking charge of the class. While the upper-grade girls are having cooking class once each week, the rest of the class works exceptionally well by itself. Sometimes they select someone to direct them in singing which they all enjoy.

While the girls have sewing, basketry, weaving, and rug-making (from rags torn into strips), the boys have woodwork. Several simple articles of furniture have been made from ordinary fruit boxes. Many small useful articles and toys are also made from such wood.

A seventh grade boy is quite talented in drawing. At first he spent all of his spare time drawing pictures of cowboys and gangsters—always depicting scenes of great struggle and killing. Around Lincoln's birthday he consented to draw a picture of that great president, to be mounted and placed where all the children could see it.

So excellent was this portrait that he also drew one of George Washington, and has since started a booklet of presidents' portraits. He reads whatever material he can find on the men whose pictures he copies, and thus his leisure time is much more worthwhile than when he thought of and drew pictures of outlaws.

**B**UT, you ask, "What about the 'tools of knowledge'—reading, writing and arithmetic?"

As mentioned earlier in this report, several upper-grade children could hardly read a first reader. Surely they were lost in the regular classrooms where they were supposed to read sixth or seventh grade readers. Their reasons for being so far behind probably began in the first grades when they

were not ready to grasp the work. Then, as they were promoted into higher grades, the work became still more difficult and they fell behind, only to discover that they could not do the work. With the Industrial Class system, each child can be placed in the reading group best suited to him, and progress upwards as rapidly as he is capable of doing. Thus, out of seven children who were reading first grade books at this time last year, six are now studying the Elson Basic Book Three. The seventh, our Chinese member, is on Book Two.

Although arithmetic in the form of long division, fractions, and decimals is not mastered, a much more practical type of problem is taught in the Industrial Class. We have a complete toy store, and by taking turns buying and selling the children learn to add the cost, subtract from the sum received, and present the proper change.

#### Practical Arithmetic

Recent standardized tests (another form of the primary Stanford achievement test) show that the children have advanced in every subject over the first test taken when entering the class. Although data concerning their definite progress in the same length of time before entering this class is not available, it is likely that such advancement would not have been possible were these children in the other classes. Furthermore, the teachers of the other classes readily vouch for the help this system has given in relieving their own classes.

**F**ORTUNATELY, the parents of these children realize the values of the Industrial Class. One sixth grade girl, although coming from a good home with high ideals, has gained a great deal from the class and has likewise contributed much. She has developed from a quiet, backward girl into a regular leader. Thus the class has helped her, while she, in turn, has helped her classmates.

It is interesting to note that a complete expense account has been kept of the costs involved in the Industrial Class. Although the initial cost must be considered, the continuation costs are quite comparable to regular classes. Surely the value received is far greater; for most important of all is the children's progress in unmeasurable things. These include such qualities as attitude, morals, manners and standards of cleanliness.

The ever present ideal is to accept each child as he is and to then help him to fit himself through his present contacts and experiences to better meet the personal and community problems with which he will subsequently be confronted. We in King City sincerely believe that we are making worthwhile progress in this pioneer "Industrial Class."

## San Francisco

**F**INAL report of Dr. Edwin A. Lee to the Board of Education of San Francisco has been published recently. The work of the various schools and the different activities carried on by the teachers and pupils are pictured in a most interesting manner. All matters pertaining to the San Francisco school system are mentioned in detail; the statistical report is instructive. Dr. Lee's report shows the progress that has been made in the schools and outlines features that are worthy of commendation. The report makes up a book of 165 pages, which are liberally illustrated.

## Legion of Honor

**P**ROFESSOR FLETCHER HARPER SWIFT of the School of Education, University of California, has been created Chevalier of the Legion of Honor by ministerial decree of the French government in recognition of the significant service he has rendered to the Republic through his recently published monograph *Policies of Financing Institutions of Public Instruction in France*. In addition to his study on France, Professor Swift has published similar studies on Austria and Czechoslovakia. He has in preparation like studies on Germany and England.

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## THE SPEECH DEFECTIVE

### WHAT ARE WE DOING FOR THE SPEECH DEFECTIVE? A PRACTICAL DISCUSSION OF THE SPEECH PROBLEM ESPECIALLY DESIGNED FOR THE CLASSROOM TEACHER

Joseph Burton Vasche, M. A., Counselor, Oakdale Union High School  
Stanislaus County

*"Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue: but if you mouth it, as many of your players do, I had as lief the town-crier spoke my lines. . . ."*

—Shakespeare's Hamlet.

#### I.

**T**EACHERS, you are hereby challenged! Challenged to lead every student into a realization of that basic guarantee of American democracy which gives to all the right of free speech. And that especially includes the forgotten individual, who, because of troublesome defects, has long before been given up as a "hopeless" case.

Go to the guidance records of your school. Find case reports like the following:

"Mary is timid because of speech difficulty — stuttering. Nervous, timid, under-confident, responds to praise. Her mother is not living; children rather neglected; do not always get proper food, rest, and care."

"Frank is sensitive. Stutters. Quarrels with his playmates and scoldings from parents and teachers upset him so much that it lowers the quality of his schoolwork. Many visitors often interfere with the child's studies. Appreciates confidences and responsibilities. Nervous; under-confident; responds to praise."

"Harry has a speech defect of which he is very conscious. Often fears to recite because he has difficulty pronouncing words. Assumes responsibilities and confidences seriously. Anxious to please teachers. Responds to praise."

#### Ask Yourself

Then ask yourself this question, "What am I doing for these people?" Your answer, if you are a typical teacher, will be, "Nothing," or "I didn't have a chance to work upon it," or "I have had no training in the field. I know what was wrong but I couldn't improve it," or "I tried hard, but what I did wasn't the right thing," etc., etc.

The individual teacher in such cases probably is working upon defect correction with the finest intentions in the world. The failure of the efforts which she expends is not due to lack

of sincerity and desire to work for the welfare of the student, but rather the fault is due to at least two far more significant reasons.

In the first place, only a small fraction of the regular classroom teacher group really understands the psychology and the physiology of speech to the extent of being capable of diagnosing and remedying existing weaknesses. The usual teacher-training program does not include required work in this field, and as a result colleges and universities graduate hundreds of teachers every year who are not prepared to deal with classroom speech problems.

#### Few Specialists

Secondly, outside of the comparatively few large city systems, practically no trained speech correctionists are employed for service in the public schools of California. A few undergraduate speech majors are serving as regular grade-school and high-school teachers throughout the state, and are devoting outside time to the development of local speech programs of one type or another, but this number is so small that it is hardly significant. There is a definite need at the moment for a trained specialist in the therapy of speech for regular full-time or at least part-time service in every school system in the state.

With these two conditions in mind, the issue must be faced squarely and honestly. Our philosophy of education demands it. Thus, the question is presented, "What might we, as classroom teachers, do for those students who have defects of speech?"

#### II

Before the classroom teacher can expect to participate actively in the program he must consider the qualities which distinguish the successful speech correctionist. Certain well-defined traits are essential to success in this specialized form of educational en-

deavor. Among the most important of these traits are the following:

1. Sympathy.
2. Understanding.
3. Willingness.
4. "Stick-to-it-iveness."
5. Knowledge.
6. Experience.
7. Personality.
8. Fairness.
9. Patience.
10. Tact.

Certain foundation principles lie basic to the formulation and to the maintenance of a successful speech development and speech correction program. Before any attempt is made to inaugurate such a program, the following suggested principles should be carefully analyzed by the prospective instructors. Those principles which especially apply to the techniques that might be used are most significant.

#### Basic Principles

1. Our teaching, all teaching, must have as its primary objective the development of the power of expression within the student, for success in social and business life depends more upon good speech than upon any other single factor.

2. We, as teachers, must ever stand as correct speech models, possessing properly-developed voices and voice habits, if our students are to be expected to acquire the high standard which our primary objective outlines. The student gains his speech through imitation, and for this reason chiefly the teacher's example is most significant.

3. The teacher of speech, if he hopes to be of maximum service to his students, must, above all other things, gain and hold their confidence. The basic possession is that of an appealing personality, which includes, among others, the qualities enumerated in a previous section of the study.

4. In the process of developing good speech the old adage is certainly true, "an ounce of prevention is worth a pound of cure." Every teacher should stress teaching materials that will reduce the further development of defect cases. Instruction of students in phonetics, physiology, and the psychology of speech will lead to proper speech habits and eliminate countless defects.

5. The student must be given definite instructions regarding the make-up or the physiology of his speech mechanism, before the definite teaching or correctional work will be possible. The instructor should explain, in the beginning, in detailed manner, the organs which compose the mechanism, how they function, and the qualities which they must acquire before efficient expression will be possible.

6. Definite understanding of the psychology of speech must be possessed by the



teacher before any reasonable headway is to be expected. Certain mental processes occur within the mind of the individual during the process of speaking, and it is essential that these be understood before proper instruction can be given. Likewise, the teacher must know the weaknesses in the mental process which might lead to defective speech.

7. The phonetic approach to speech correction is today acknowledged by most authorities as the proper approach. Instruction in the correct sound formations should parallel instruction in the symbols of the international phonetic alphabet. Practice in the transcription of phonetic sounds will provide each student with a foundation upon which to build good speech and accordingly to overcome difficulties. Phonetics might be used either as a class or as an individual project.

8. Treatment of advanced speech defective cases requires definite technical knowledge upon the part of the teacher-specialist. In addition to mere knowledge of the type of the case, a definite program for diagnosis and for therapy must be followed, and this requires a complete, scientific understanding, which will be developed only by wide study and by much practical experience, upon the part of the correctionist.

9. The cultivation of a full, resonant speaking voice with its characteristic of distinct, correct enunciation, as well as the correction of existing defects which mar the individual's power of expression, is dependent to a large degree upon carefully-planned, well-timed drill exercises. The practice of holding frequent, short, lively drills should be followed, if desirable habits are to be developed.

10. Speech problem cases which apparently thwart all attempts of the teacher to correct them should never be given up as hopeless. Rather, the teacher should appeal to recognized authorities for assistance. Advanced publications, clinics, and research professors offer necessary assistance for problems of this type.

In her anxiety to develop the above-listed principles the teacher should be warned to avoid what might be termed, "pseudo-remedial processes." No other educational field suffers from so many misconceptions as those which exist in the field of speech of the present time. The misconceptions appear in various forms, the most common of which include unsound theories as to causes of defects and false logic as concerns their cure.

Many parents and many teachers are inclined to be swayed by appealing newspaper, magazine, and radio advertisements. Thousands of dollars annually are invested in vast advertis-

ing schemes, by so-called "specialists" who guarantee absolutely to cure defects of speech by one means or another. A glance at any "pulp" magazine will convince the reader that this condition does exist. That such worthless advertising is "paying" its way is evidenced by its continuance. This simply means that thousands of Americans are contributing good sums of money in hopeless attempts to cure their speech problems.

Unless the school actively advises its students against trying every sug-

gested remedy, the present group of sharpsters will continue to thrive.

Testimonials exert much pressure among the unenlightened groups; thus it is the basic duty of the educator to do all in his power to correct this condition.

In this same connection there is a need for clarification of such terminology as is used in the speech field. Minute analysis of any sound textbook will give to the teacher correct understandings of the variety of words and expressions that are encountered



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—Alberta Schwalbe, Los Angeles, Cal.

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—Gladys E. Warren, Jefferson City, Tenn.

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—Mabel L. Wineford, Niagara Falls, N.Y.

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within this especial branch of educational activity.

The discussion leads us into a consideration of the means whereby a definite working knowledge of the speech field might be developed upon the part of the individual teacher. Several distinct possibilities appear to assist in the solution of the every-day problems which exist at the present time.

### III

In the first place, every teacher has available for her consideration no end of published materials which offer sound bases for the development of worth-while impressions within the speech field. The teacher might survey the shelves of his local public library, or those of his own school library, or consult the librarian for assistance in borrowing books and periodicals from county and state libraries. Practically all published materials will be available to the teacher through one of these library channels.

Teachers in smaller schools where sound reference texts in speech are not readily available should make every effort to have the school provide an adequate working library. Certainly, no California school board would reject properly-presented requests of a principal for a reasonable speech library. The cost of such a library would be small, and corresponding returns in the form of improved habits of expression would be unlimited.

The following list of ten selected basic references in the field of speech and speech correction is presented to those educators who are anxious to develop much-needed programs within the field. The cost of all ten books is quite nominal; however, any one or two will be of extreme value. Annotations are included by way of explanation.

1. Appelt, Alfred, **Stammering and Its Permanent Cure**, E. P. Dutton and Company, New York, 1925.

A specialized guide, devoted to the correction of stammering.

2. Barrows, Sarah T., and Case, Ida M., **Speech Drills for Children in Form of Play**, Expression Company, Boston, 1929.

Excellent drill materials for corrective speech and development of proper speech habits.

3. Barrows, Sarah T., and Cordts, Anne D., **The Teacher's Book of Phonetics**, Ginn and Company, New York, 1926.

A classroom guide for all teachers. Covers the formation of all sounds of English.

4. Birmingham, Anne I., and Krapp, George P., **First Lessons in Speech Improvement**, Charles Scribner's Sons, New York, 1922.

A drill book covering the production of all

sounds of English. Contains excellent practice materials.

5. Blanton, Smiley, and Blanton, Margaret Gray, **Stuttering**, D. Appleton-Century Company, New York, 1935.

The newest and one of the best books yet printed upon the problem of Stuttering. Contains a most complete discussion of this subject.

6. Borden, Richard C., and Busse, Alvin C., **Speech Correction**, F. S. Crofts and Company, New York, 1925.

An excellent guide to the correction of all types of speech defects.

7. Greene, James S., and Wells, Emilie J., **The Cause and Cure of Speech Disorders**, Macmillan Company, New York, 1927.

A complete treatise in the field of speech correction. Contains splendid exercise materials for defects of all types. Lists sample diagnosis forms that are worthwhile.

8. Johnson, Wendell, **Because I Stutter**, D. Appleton Company, New York, 1930.

The only autobiographical study ever written by one suffering from stuttering. Extremely worthwhile to the teacher who is concerned vitally with speech correction.

9. Peppard, Helen M., **The Correction of Speech Defects**, Macmillan Company, New York, 1925.

A practical treatment of major defects. This book should be helpful to the teacher.

10. Ward, Ida C., **Defects of Speech: Their Nature and Their Cure**, E. P. Dutton and Company, New York, 1923.

A guide for classroom teachers who are interested in correcting defects among their students.

In addition to the ten books which should be of value to the teacher, one periodical is worthy of mention for the service it performs in the field of speech correction. This periodical is:

**The Quarterly Journal of Speech**, the official organ of the National Association of the Teachers of Speech. Published quarterly. G. E. Densmore, executive secretary, University of Michigan, Ann Arbor.

Contains many splendid articles upon research in the field of speech therapy. Likewise, keeps the teacher acquainted with the literature of the field.

A practice which is well worth consideration by the administrator who is inaugurating a speech program within his school is that of sending individual teachers or groups of teachers on visits to those school systems of nearby cities that are sponsoring good speech programs.

By observing successful speech programs in operation, the visiting teachers will be able to bring countless suggestions back to the local faculty. In this way, many excellent ideas will be secured to assist in the development of the local program. Both theories and techniques will be found by the interested teacher through these visits, and these findings will be of direct value to all concerned in her school.

Definite provision should be made by the principal for such visitations, and such teachers as are really interested should be encouraged to carry them out. By making proper arrange-

ments for his classes ahead of time, a teacher might be spared for a one or two day trip of this sort, without working a hardship upon any of his fellow teachers. Upon his return the teacher should present a detailed report of his findings before the faculty group, and stress those factors which seem of most practical value to his own school.

From the standpoint of the functional speech program such visitations offer no end of possibilities for service to the individual school. Certainly they are deserving of much consideration.

### Faculty Meetings

An additional means for the development of an efficient speech program lies in the possibility of well-directed faculty group meetings, led either by instructors who have made some study of the field, or preferably if reasonably possible, by trained outside authorities. Such instructional and discussion meetings give to the faculty members that type of basic information which is essential to an effective speech program. That such group meetings be carefully-planned and well-presented is the primary necessity if successful returns are to be realized.

A few years ago the writer had the pleasure of participating in the program of this type that was launched in the Los Gatos Elementary School, at the suggestion of the school's principal; Raymond J. Fisher. The nearness of this school to the San Jose State College made possible the co-operation of members of the college's speech arts department with this program of teacher instruction.

A series of well-planned evening-dinner meetings was held at which Elizabeth M. Jenks, head of the speech department at San Jose, and Dorothy J. Kaucher, one of the college instructors, treated basic phases of classroom speech. Later, open-forum discussions of the basic presentations served to provide the teachers with a sound foundation upon which to build a splendid school-wide program.

Principal Fisher started a working speech library for his teachers and placed within it many of the most worthwhile books in the field. Teacher committees successfully guided the classroom development of the entire program with splendid results.

What was accomplished in a speech way in this situation might be accomplished in any school in California, provided all staff members are willing to co-operate.

Finally, classroom teachers who are interested and find it convenient might



secure some excellent speech training at the summer schools of the various state colleges and universities. The state colleges at San Jose and San Francisco annually offer as part of their summer programs splendid work in basic speech courses, as well as in phonetics and in speech correction.

The University of California, both at Berkeley and at Los Angeles, presents groups of speech courses each summer that are especially designed for the classroom teacher.

Stanford University, College of the Pacific, the University of Southern California, as well as many other public and private schools, carry offerings comparable to the examples outlined herein. Letters of inquiry to any of the colleges of the state will bring information regarding speech offerings to the interested teacher.

#### Enroll Confidently

Teachers with no previous experience in formal speech courses need not hesitate enrolling in one at a summer session, for the instructors in every instance stand ready to co-operate with one in meeting his everyday classroom problems and the instructors adapt their presentations accordingly. The only requirements, however, are that one knows about what he wants, and that he place his problems before the instructors for mutual consideration. With that spirit as his guide, every teacher is certain to profit by such summer-session experience.

#### IV

Upon behalf of the thousands of boys and girls who are in the schools of our state, the writer advances the hope that this study will lead all educators who read it into an acceptance of the challenge which was laid down in its opening statement. The ultimate success or failure of the study rests solely upon the answer to the foundation question, "What are we doing for the speech defective?" What the final result is to be is the problem of the individual teacher.

\* \* \*

Successful careers of three of California's outstanding schoolmen were recognized at the commencement exercises of San Jose State College last spring when honorary baccalaureate degrees were conferred upon

William J. Cagney, rural school supervisor, Los Angeles County; Elmer Lafayette Cave, city superintendent of schools, Vallejo; and Joseph E. Hancock, retired county superintendent of schools, Santa Clara County.

The three leaders launched their educational careers in the old State Normal School at San Jose. The honorary degrees were granted in recognition of the services which they subsequently rendered to the youth of the state.

\* \* \*

### Personality Adjustment

#### Fifteenth Yearbook, Department of Elementary School Principals

**E**ducators will find in the Fifteenth Yearbook of the Department of Elementary School Principals—Personality Adjustment of the Elementary School Child—material on the nature of growing children, on the many environmental factors which influence pupil adjustment, and on the methods of diagnosing and correcting maladjustments.

Mental and social maladjustments cause tremendous human waste and suffering in the United States each year. Recent surveys by a large life insurance company indicate that nervous and mental diseases constitute 12% of all the illnesses reported.

We know that the proportion of our people in mental hospitals has been growing rapidly; between 1880 and 1923 it increased from 82 per 100,000 of population to 245 per 100,000 or more than 200%. Whether mental disease is actually increasing or not, its present seriousness cannot be doubted or ignored.

In the complexity of modern life, serious strain is frequently placed upon both adults and children. This condition often leads to mental and emotional maladjustments. There is need for study and for interpretation of behavior in the light of child nature and of social conditions.

Childhood is the period of greatest opportunity for personality adjustment. The child's adjustment to his fellows, to his school, to his home, and to his community will often determine his adjustment to and his place in adult life.

Relationships between teacher, pupil, and parent must be on a friendly, sympathetic, and understanding basis if the child is to enjoy his greatest growth.

The yearbook consists of about 450 pages bound with a heavy paper cover. It may be purchased from the Department for \$2.00 per single copy.

This book will be of greatest value if placed in the hands of teachers as well as principals and professional counselors.

It may well be used as a basis for a series of faculty meetings, for educational conferences, and subsequently as a handbook in planning and conducting the program of individual pupil guidance.

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## ORIENTATION EXPERIMENT

*Irving Waugh, Counselor, Castlemont High School, Oakland*

**L**ET George do it has always been considered a rather poor philosophy of life. But when a group of English teachers were faced with the problem of teaching a unit in orientation to new L-10 students, the idea of "Let George do it" worked very well.

But before going further it might be well to explain who "George" happened to be. He, in this case, was not singular, but rather plural—the student-body officers of the school.

If student-body government is to be a functioning enterprise; if the elected and appointed officers have real duties to perform and responsibilities to meet; then why not let them give information to the entering students concerning the school activities and their place in the scheme of things?

The student-body officers were called into conference and given an opportunity to render a real service to the school and to their fellow students by speaking in each of the ten L-10 English classes. These young men and women accepted the challenge, some more bravely than others, but all willing to work.

The duties and responsibilities of the elected and appointed student-body officers just about cover the entire phase of school life. Therefore, each officer was asked to prepare a talk including all pertinent facts related to his office.

### List of Officers

The following list of officers gives a good idea as to the nature of the material to be used by each speaker.

1. President of the Student Body
2. President of the Boys Federation
3. President of the Girls League
4. Editor of the Falconet
5. Editor of the Crier
6. Commissioner of Boys Athletics
7. Commissioner of Girls Athletics
8. Commissioner of Finance
9. Commissioner of Banking
10. Commissioner of Buildings and Grounds
11. Commissioner of Cafeteria
12. Commissioner of Annals
13. Commissioner of Assemblies
14. Commissioner of Social Affairs
15. Head Yell Leader

A schedule of the speakers was

made out so that each student spoke to one English class each day. Each student was handed a typed memorandum giving the following information concerning his speeches:

*Date to be given*  
*Teacher's name*  
*Period*  
*Room number*

Each teacher whose class was to be visited by those student speakers was given the following information:

*Date*  
*Period*  
*Speaker's name*  
*Speaker's title of office*

As a further precaution against the speakers forgetting their assignments, a large organization chart was placed in the main bulletin-board, giving all the necessary data regarding the various assignments.

### Courtesies to Visitors

Teachers were asked to have their class chairmen prepare a short message of introduction so that the visiting students would not feel strange or embarrassed. This provided an opportunity for actual practice in the manner in which visitors should be received and the proper courtesies that should be extended to them.

This program of orientation went on for 15 days. It involved 15 students and ten L-10 English classes. It resulted in 150 separate talks. On the whole, the speakers were quite conscientious about meeting their obligations.

This program succeeded, we believe, for the following reasons: First, the student-body officers were sold on the idea before anything else was done.

Second, the talks were reviewed by members of the faculty having an interest in the respective fields, so as to make certain that the talks were worth giving to the students.

Third, the set-up of students speaking to students makes for genuine interest.

Fourth, the program was accurately arranged. All necessary information was given both to the students and to the teachers in writing. Many programs of a similar nature have failed

because they were not very carefully administered.

In response to the question "What is your reaction to the program of orientation just completed?" the English III teachers had this to say:

1. "Proved of interest and will continue to prove of value to students."

2. "I think that it was valuable to all the students, particularly to those who would ordinarily know little about student-body government under other circumstances. Naturally, certain speakers held the students attention more than others, but on the whole the students were absorbed in the speeches; in fact, many came to ask about them each day."

3. "Extremely interesting to listen to and valuable as a manner of:

- a. informing new students,
- b. inspiring them to keep up scholarship as a means of qualifying for school activities,
- c. setting a standard of school life by the fine appearance of the students who have spoken,
- d. stimulating the English III students in giving their own talks in front of the class,
- e. splendid means of showing new pupils that they are in a cooperative living situation between pupil participation and faculty."

4. "Excellent in that it capitalized student effort. I learned much from these student speakers. It also made possible real training in the courtesies to be extended to a visitor."

5. "Very good. Students presented information that I would have been unable to give. Class more interested in student talks. The fifteen-day spread had a distinct advantage. An excellent way to introduce our L-10's to the better side of Castlemont."

Next semester, in addition to the orientation phase of this program, more emphasis will be placed on using this real life situation as a medium of motivating a unit of work on common courtesies and manners.

Students can do remarkable things if we have faith in them and give them friendly help and guidance.

\* \* \*

Mrs. Grace Martin, who has been teaching for the past eight years in Lassen County, is now rural supervisor of Lassen County Schools. She graduated from San Jose State College in 1926 and continued her studies at numerous university summer sessions.

The Susanville Advocate, in announcing her new work, paid a glowing tribute to her as an outstanding teacher, well trained and with an intimate knowledge of Lassen County schools.

## CHARACTER AWARDS

Halbert H. Sauber, Supervising Principal, Sierra Valley Joint Union High School,  
Downieville

**E**DUCATORS worthy the name give first place in school functions to the development of character. Mere informatory teaching beyond the lower grades is an incidental rather than a primary purpose. Moral teaching, character training, rates highest among school objectives.

A noteworthy method of showing recognition of this objective was adopted this year in the Forest High School in Sierra County.

Forest as a pioneer mining center was in active production prior to the uncovering of rich ore in Alleghany, a few miles distant. Mining today is still its only activity. Tucked away in a typical mining ravine in the top of a lofty range, the town is deprived of intercourse with outside communities. Few Forest children have visited large cities.

The award, then, decided upon by the high school teachers was a week's visit to the San Francisco Bay region and intervening points. Citizens of Forest and vicinity—miners, merchants, patrons, and trustees—sponsored the enterprise by subscribing liberally for its support.

### Good Citizenship

Awards were made to students who have consistently shown a praiseworthy attitude toward school, teachers, and classmates. Selections were based not only upon conduct in classrooms, but in equal measure the students bearing in activities, especially of the sort which call for competition.

No habitual crabber had a chance to win, except by a complete and permanent change in demeanor. In addition to the selection of students of continual correct conduct, there was a second award for the student who exhibited the most marked and lasting improvement.

A brief summary of the places visited and the objects seen should give those living in secluded regions an illuminating picture of this commendable undertaking.

The trip began on the Monday following commencement and extended through-

out the entire week, the itinerary running as follows:

Monday, auto journey to Sacramento and a visit to Sutter's Fort. On to Oakland pier for a conducted inspection of the Southern Pacific crack train "The Cascade." Dinner at "Sign of the Piper" in Berkeley. Ride in the Berkeley hills with its magnificent view of the San Francisco bay. Night spent at Westminster House.

Tuesday, visit to University of California campus and International House; Oakland Chevrolet assembling plant; Oakland airport and Boeing School of Aeronautics. Ferry to San Francisco for views of the great bridges. Dinner at Lucca's, entertainment at Fox Theatre, and overnight at Y.M.C.A. and Y.W.C.A.

### Fascinating San Francisco

Wednesday, visit Civic Center, Mission Dolores, Mission High School, streetcar ride to the beach, Legion of Honor, University of California Hospital where lunch was served, on to the Fleishhacker Zoo and Golden Gate Park. Dinner at Russian tea room and evening attendance at theater.

Thursday, a visit to big stores, Crystal Palace Market, Gump's, smart shops, a special visit to H. U. Maxfield, principal owner and operator of the Famous Sixteen to One mine in Alleghany. On to Fisherman's wharf, the Presidio, dinner at Topsy's Roost, to Station KYA to witness a broadcast. Night spent in William Taylor hotel.

Friday, visit to courtroom and city jail, to top of Telephone Building for birdseye view of city, luncheon in Chinatown, visit to big city churches, Womens City Club, city newspaper, dinner at cafeteria, inspection of the big relief map of California in Ferry building, and attend ice-skating rink.

Saturday, visit to San Quentin prison, California and Hawaiian sugar refinery at Crockett, dinner in Grass Valley and so back to Forest, stopping at the San Juan cherry festival en route.

The party was under supervision of June Proctor Johnson, principal, and Gladys Brown, science teacher in the high school.

\* \* \*

Stanford University Press has published Express and Stage Coach Days in California by Oscar Osburn Winther. The period covered is from 1849 to the Civil War. Dr. Winther has been instructor in history at Stanford University and has not only covered the field in a scholarly manner, but has arranged his material so interestingly that it is quickly read and easily remembered. The material covered is of value to anyone interested in California history.

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Author of "Spoken Drills and  
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# MANUAL ARTS

## MANUAL ARTS IN THE CHANGING CURRICULUM

Lloyd R. Emmert, Teacher, Manual Arts, Nordhoff Union High School,  
Ojai, Ventura County

**T**HE purposes and objectives of the manual arts in the school curriculum have undergone many changes since manual activities were first introduced in the schools at the time that the formal classical educational training began to be questioned.

This type of work first came in as a more or less formal activity, known as sloyd, which was largely wood-carving work. The training given in hand processes was supposed to carry over to other manual activities, according to the formal discipline idea.

Later, after considerable development had taken place in manual arts work in the schools and the formal discipline theory had come into disrepute, the purpose became to give actual trade practice in the schools, somewhat after the manner of the old apprenticeship training.

This proved successful for a time and is still carried on in the schools for more advanced pupils or in large schools or school systems where there are a number of pupils who have definitely decided on the trade which they wish to follow or the industry for which they wish to prepare.

### Rapid Evolution

But for the average school this type of work was impractical because of several reasons. Industry was and is changing so rapidly and new and better types of machinery were continually being developed, so that it proved too expensive to continually purchase new types of machines. Also, when students were instructed and trained for certain specific processes these processes were found to be no longer in use when the student graduated.

What were the schools to do? The old formal training idea was exploded and the new idea of actual practice was found out of the question for most schools.

Psychological studies had shown that even though the idea of formal discipline was partially incorrect, certain general ideas and concepts gained

in one line of activities will and do carry over into other similar lines of activity, helping greatly to develop proficiency in the new line.

So in manual arts, as in most other types of school work, the idea grew of teaching general principles and concepts. Shop courses were integrated. An attempt was made to give such training and knowledge as would carry over into varying activities as might be demanded by varying conditions and demands in industry and life activity.

### General Shop Courses

The manual arts are still being developed along this line. General shop courses are in favor, especially in the junior high school and in the lower grades of the senior high. These courses are of value for students who intend to enter industry because the students receive a general knowledge and learn certain fundamental principles of industrial practice which will be of value even when specific jobs or machines are abandoned or become obsolete.

This is an important point in the face of the present technological unemployment. Human beings must be able to grow and meet changing conditions and environment.

Those who do not enter industry or the trades but go on into the professions will profit by manual arts, as taught at present, because they come in contact with and learn to manipulate and control their material sur-

---

D. C. Heath & Company, publishers of textbooks for schools and colleges, was founded in 1885 by Daniel C. Heath. Among their recent offerings in the field of language texts for secondary schools and Colleges are: Wooley, Graded German Readings; Hagboldt, Land and Leute; Cochran, Eddy & Redfield, Basic French; Bond, Sept- d'un-Coup; Bond, Aucassin et Nicolette; Ceppi, Le Casque invisible; Castillo & Sparkman, De todo un poco.

roundings. They also gain much general knowledge of the material world, just as they do from the present integrated science courses.

Learning to plan and carry out these plans is an important contribution of the manual arts. Educators, parents and society in general, are often accused of doing too much for the younger generation.

**W**ITH everything being done by machines, which are continually becoming better and better, the hours of labor are constantly becoming shorter. Here manual arts offers another advantage in the field of worthwhile and enjoyable avocational activity.

More and more individuals are setting up home workshops where they spend many pleasant hours at their hobby. This fact is concretely shown to be true by the phenomenal growth of home-shop magazines and by the development of small home-shop machines.

*The manual arts thus have a very definite place in the modern and development curriculum. They fit in admirably with the new idea of integrated school activity.*

\* \* \*

### Highway Safety

**M**ANUAL For Highway Safety Education has recently been prepared for secondary schools by the Eastbay Safety Council. The manual treats the many varying aspects of the traffic problem as 20 separate units, each unit in turn consisting of a comprehensive outline for study and related references. Valuable suggestions are offered for teaching the material as a regular high-school course.

Although originally planned for use exclusively in Oakland city schools, the 59-page mimeographed manual has found its way into many Alameda County schools, and it could, with some modifications, fit well into any California school. Educators who would like to avail themselves of the manual should correspond with the Eastbay Safety Council, 708 Tribune Tower, Oakland.

The Eastbay Safety Council is a branch of the National Safety Council and is sponsored by many civic bodies. President of the council this year is Morris E. Hurley, principal, Lockwood School, Oakland.



## FROM JUGOSLAVIA

### EDUCATIONAL TRANSPLANTATION

Winifred Mallows, Teacher, Grade 2A, Woodrow Wilson School,  
Lynwood, Los Angeles County

**I**MAGINE yourself entering a new school, in a foreign land, without the knowledge of a word of the language! Consider if you will, the matter of your adjustment.

This exact situation has come not to me, but to my classroom. A little girl eight years of age, arrived in our Lynwood school district from Yugoslavia on Saturday and entered the Woodrow Wilson School on Monday. Maria was placed in the second grade, though eligible for the third, because of her language handicap, for neither the child nor her parents spoke English. This was an entirely new experience for the teacher as well as pupils.

My first effort to instruct Maria was by printing names under numerous pictures and objects about the room. I would point to the picture, pronounce the name and indicate to her

that I wished her to repeat it after me and then write the word and draw the picture.

I obtained several very simple pre-primers\* and helped her read these, pronouncing most of the words for her first, and associating for her the relation between words and pictures.

Further progress was made by several hastily prepared scrap-books\* of pictures from magazines of objects in her immediate environment, such as pictures, tables, chairs, windows, boy, girl, father, mother, car, ship, flowers, trees, etc.

By the end of the second day in school Maria had read completely and apparently knew, the words and meanings of two pre-primers and two scrap-

\*Pre-Primers: My First Book, by Coleman; Let Us Read, by Walker-Summy. Scrap-books contained about 30 pages.

books. She could name most of the colors and many objects about the room.

A WPA worker under my direction helped the child individually for a few hours a day, as I could not take too much time from my regular class.

After the first two days she progressed just as remarkably.

The other children in the room helped her occasionally by asking her the names of objects, and pleasantly smiling commendation for her work.

This interested co-operation was ample compensation for any loss they sustained because of this necessary individual instruction. Their pleasure in helping in turn stimulated and encouraged class activities.

Maria is herself a conscientious and exceedingly willing worker. It has made me realize more than ever the tasks and varied responsibilities of the teachers of today. We are not only teaching the three "Rs" but we must emphasize to these little people the utmost importance of the three "Cs," character, culture and citizenship.

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Dr. Aubrey A. Douglass, chief, division of secondary education, State Department of Education, Sacramento, is in Europe this year; one of a group of American educators who are visiting German and Austrian universities and secondary schools as guests of Oberlaener Trust of Philadelphia.

\* \* \*

## Cultivation

Review by Dr. Clifton C. Winn, Director of Guidance, Pomona City Schools

Judd, Charles Hubbard, with co-operation of Ernst Breslich, J. M. McCallister, and Ralph W. Tyler; *Education as Cultivation of the Higher Mental Processes*; Macmillan.

**T**HIS book might as well be entitled Education as Failure to Cultivate the Higher Mental Processes. Its general aim is the demonstration of the ineffectiveness of much present-day educational practice in developing the higher mental abilities of the student.

It shows with much concrete evidence the failure of widely-employed pedagogical practices to develop habits and skills of clear, incisive thinking. Man has somewhere been characterized as "the animal who thinks." It might be more accurate to designate him as "the animal who thinks if he has to."

Our education fails, holds the author, in that it does not compel its charges to think, and the chief onus of blame falls upon the staffs of the institutions of more advanced learning.

The first chapter defines the problem of the book. The next five are devoted to reports of investigations which yield in summary the following conclusions:

1. That mere memorization and habit-formation as such do not develop skills of ratiocination;
2. That an uncritical command of bare symbolism often counterfeits genuine reasoning processes, and that verbalism in the tool-subjects is rampant and insidious;
3. That most of the teaching materials at present employed in mathematics and science (subjects which have been presumed to develop par excellence powers of rea-

soning) emphasize overwhelmingly the formal, content-aspect of the materials;

4. That improvement can be secured only by a radical change in emphasis from the content to the functional aspects of the materials of learning.

The final two chapters deal respectively with the nature of the learning process from the point of view of the book, and with the application of its principles to several moot problems in contemporary education. The author views the learning process from a modified organismic standpoint.

He makes a strong and convincing plea against atomistic psychologies of all varieties, holding that educational psychology in its applications will fail to a large extent

unless it recognizes that the organic aspects of mental life contain more than is disclosed therein by mere analytic comminution.

The position of the book is convincing, and its style is clear and interesting. As already intimated, the work serves principally as a signpost toward future educational progress. Before the defect in question can be remedied, changes must take place in the educational philosophy and methods of a great many teachers.

Also, much experimental work will have to be done in order to ascertain the best methods of developing the higher mental capacities of the student. If the work helps to stimulate such efforts, its mission will have been amply fulfilled.

## TRACK SCHEDULE

**D**AN O. ROOT, vice-principal and head of athletics and physical education, Yreka High School, Siskiyou Union High School District, is notably successful in training young men for track athletics.

For the past two years both his limited and unlimited track and field teams won the Siskiyou County Interscholastic Association and the Far Northern California High School Athletic League championships.

During these track seasons the members of his teams adhered rather closely to a training schedule which he worked out for the various events. The success of these teams in the meets seems to indicate that the schedule is effective.

Before he came to California Mr. Root worked out this schedule for college teams which he coached, and which enjoyed similar successes. He revised the schedule somewhat to meet the needs of high school track athletes.

Thinking that such a program might prove timely for beginning track coaches, and for more experienced track coaches who have not taken the time to work out such a schedule, we are publishing it herewith.—Ed.

### Training Schedule for High School Track Athletes

#### 100 Yard Dash

Monday—Limber up, jog 880, run 100, no pressure.  
Tuesday—Limber up, jog 440, practice starts, run 100 for time.  
Wednesday—Limber up, jog 880, practice starts, run 100, no pressure.  
Thursday—Limber up, jog 440, practice starts, run 100, no pressure.  
Friday—Limber up, jog 220, practice starts, run 100, no pressure.

#### 220 Yard Dash

Monday—Limber up, jog 1320, run 220, no pressure.  
Tuesday—Limber up, jog 440, practice starts, run 220 for time.  
Wednesday—Limber up, jog 1320, practice starts, run 220, no pressure.  
Thursday—Limber up, jog 880, practice starts, run 220, no pressure.  
Friday—Limber up, jog 440, practice starts, run 220, no pressure.

#### 440 Yard Run

Monday—Limber up, jog mile, run 440, no pressure.  
Tuesday—Limber up, jog 880, practice starts, run 440 for time.  
Wednesday—Limber up, jog mile, practice starts, run 440, no pressure.  
Thursday—Limber up, jog 1320, practice starts, run 440, no pressure.  
Friday—Limber up, jog 880, run 440, no pressure.

Note: In running the 440, sprint about 200 yards, coast about 150 yards, and sprint to the finish. As the season progresses cut down the "coasting" distances as much as possible.

#### 660 Yard Run

Monday—Limber up, jog mile, run 660, no pressure.  
Tuesday—Limber up, jog 1320, practice starts, run 660 for time.  
Wednesday—Limber up, jog mile, run 660, no pressure, sprint 100.  
Thursday—Limber up, jog 1320, run 660, no pressure, sprint 220.  
Friday—Limber up, jog 880, practice starts, run 660, no pressure.

#### 880 Yard Run

Monday—Limber up, jog mile, run 880, no pressure.  
Tuesday—Limber up, jog 1320, practice starts, run 880 for time.  
Wednesday—Limber up, jog mile, run 880, no pressure, sprint 100.  
Thursday—Limber up, jog 1320, run 880, no pressure, sprint 220.  
Friday—Limber up, jog 1320, practice starts, run 880, no pressure.

#### 1320 Yard Run

Monday—Limber up, jog 1½ miles, run 1320, no pressure.  
Tuesday—Limber up, practice starts, run 1320 for time.  
Wednesday—Limber up, jog 1½ miles, sprint 220.  
Thursday—Limber up, jog mile, run 1320, no pressure, sprint 100.  
Friday—Limber up, jog mile, run 1320, no pressure.

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**Mile Run**

Monday—Limber up, jog 1½ miles, practice starts.

Tuesday—Limber up, jog mile, run mile for time.

Wednesday—Limber up, jog 2 miles, sprint 220.

Thursday—Limber up, jog mile, run mile, no pressure, sprint 100.

Friday—Limber up, practice starts, run mile, no pressure.

**High Hurdles: 120 Yard Low Hurdles**

Monday—Limber up, jog 880, run full flight of hurdles, no pressure.

Tuesday—Limber up, practice starts, run hurdles for time.

Wednesday—Limber up, jog 880, practice starts, run 5 hurdles, sprint 100.

Thursday—Limber up, jog 440, practice starts, run 5 hurdles, sprint 100.

Friday—Limber up, run 220, practice starts, run 5 hurdles for form.

**160 Yard Low Hurdles: 220 Yard Low Hurdles**

Monday—Limber up, jog 1320, run full flight of hurdles, no pressure.

Tuesday—Limber up, practice starts, run hurdles for time.

Wednesday—Limber up, jog 1320, practice starts, run 5 hurdles, sprint 220.

Thursday—Limber up, jog 880, practice starts, run 5 hurdles, sprint 220.

Friday—Limber up, run 440, practice starts, run 5 hurdles for form.

From 10 to 15 minutes should be taken for the limbering up exercises. These should include lying on the back and pedaling; knee bends; prancing; running in one spot, bringing the knees high with each step; the spread hop; bending and twisting the body; and standing stiff-kneed and touching the ground with the hands. The hurdlers should practice the split in addition to those given above.

Jogging is good for the development of the legs, the wind, and the stride. The schedule should be rather closely adhered to (of course taking into account the individual differences that will appear in various athletes) and the events in the schedule should be done in the order in which they are listed. Take a reasonable amount of rest between each activity scheduled. Where it says to run with no pressure, pay particular attention to the starts, the stride, and the finish, but do not "bear down" as though in competition. If a boy is in two or more events it is better to follow the training schedule for the longer event.

**The Field Events**

In the field events the limbering up exercises mentioned above should be done, and in addition the push-up exercise should be practiced. Ten to twelve or fifteen trials in each event each day is sufficient. Try for the best marks on Tuesdays and the remaining days work on form. All field men should jog an 880 on Mondays and Thursdays. Pole vaulters and broad jumpers sprint 100 yards twice a week, on Wednesdays and Fridays.

William Morrow of New York is the publisher of Betsy's Napoleon by Jeannette Eaton. This book will be of interest to upper-grade pupils in the elementary school and to anyone interested in the life of the Little Corporal who changed the history of Europe. It is the story of a girl who resided with her parents at St. Helena and became a close personal acquaintance of Bonaparte's when he was a prisoner on the island.

\* \* \*

Manteca Union High School, San Joaquin County, is the proud possessor of a recently-completed athletic field. Equipped with a regulation football turf, lights for night games, and ample bleacher facilities, the enclosed field stands as one of the finest in the San Joaquin Valley. The field was financed by a government grant, supplemented by generous subscriptions upon the part of Manteca business men. J. F. Bisig is principal of the school.

\* \* \*

**The Answer**

*A Los Angeles Poet*

**W**ILLARD MORRILL BROWN, who has served as instructor in journalism and radio at the Polytechnic Evening High School in Los Angeles during the last four years, is author of a syndicated column appearing in numerous newspapers and also reproduced as an eight-page illustrated

brochure. At the beginning of the present school term Mr. Brown was transferred to a day position in the Phineas Banning High School in Wilmington.

Mr. Brown's brochure includes numerous short poems and a stimulating article upon needed legislative reforms. This leaflet has

been printed and widely distributed by personal friends of the author, one of whose recent poems is

**Education Points the Answer**

Murdered millions point gaunt fingers at  
Wilhelm and Bonaparte;  
Lords to whom they pledged allegiance  
In destruction's bloody mart.  
What's the answer, the solution, writ in  
Crimson every day?  
Education points the answer—"Turn,  
Go back the other way;  
Tear the torch from Mars' wild fingers;  
Use it as a beacon light  
Housed in churches, schools, and temples  
Where, forever burning bright,  
Reason, science, human kindness,  
Universal brotherhood  
Tell the world in words eternal  
War is evil, Peace is good!"



*Willard Morrill Brown*

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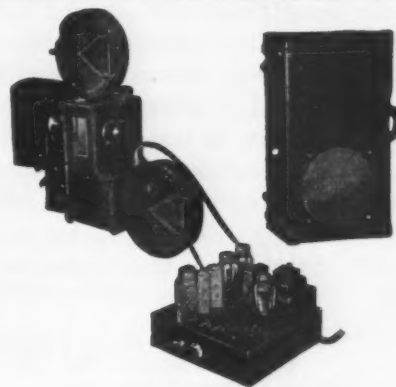
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## THE COUNSELOR

### STATUS OF THE COUNSELOR IN PASADENA

*Anna L. Davis, Counselor, Wilson Junior High School, Pasadena*

**A** RECENT Pasadena schools bulletin sets forth the duties of the counselor as follows: "The activities of the counselor center around the study of the physical, mental, emotional and social needs of the individual and the adjustment of school facilities to meet these needs."

Each of the five junior high schools in Pasadena has one counselor. These counselors teach five periods per week in regular classroom subjects. The rest of their time is devoted to such activities as 1. organizing and supervising group guidance, 2. testing and interpreting test results, 3. classifying and programming pupils, 4. holding pupil interviews, 5. advising with parents or teachers regarding pupil problems, and 6. studying problems of pupil maladjustment and attempting to coordinate all school agencies in solving these problems.

The counselors are also responsible for securing and recording all personnel data and are often called upon for committee work concerned with curriculum or other educational problems.

The junior high schools range in size from 860 to almost 1500, the average number of pupils per counselor being about 1145. Junior high school counselors' salaries are comparable to teachers' salaries. The counselors are paid an increment above the teaching salary on which they would normally be teaching. However, their salaries are paid on a twelve months' basis and they are on duty all but four weeks of the year, so that the monthly rate is not as high as their monthly teaching rate would be.

#### Junior College Counseling

Muir Technical High School, with an enrollment of about 1200, has two counselors, one full-time, who is also school recorder, and one half-time. Junior College, with its four thousand students, has six individuals serving as the equivalent of five full-time counselors. Three of the six individuals have some teaching duties in the biol-

ogy, English, and business education departments.

Guidance at the junior college is in charge of the dean of guidance, one of the four deans who with the principal make up the administrative staff of the school. Students are assigned to these counselors on the basis of the curricula which they select; the divisions being, a. humanities, b. social science, c. business education, d. physical science, e. mathematics and engineering, f. life science, including home economics.

Counselors in junior college average about four hours per week in group guidance. Each student is enrolled in an orientation class with his counselor when he enters junior college. This discussion of student problems affords a pooling of common experiences for the solution of individual problems and encourages the student to bring his problems to his counselor for guidance in their solution.

A large part of the remainder of the counselor's time is spent in interviews with students, parents or teachers in many types of vocational, educational, or personality problems. His duties also include committee or other organization meetings, office administration, checking records, etc.

**S**ALARIES in the senior high school and in the junior college level for counselors are best compared to those of department chairmen. Department chairmen, however, are on duty but ten calendar months as compared to eleven for counselors. This results in making the department

---

Adolle Morrison of Santa Barbara, talented wife of the wellknown author, Governor Morrison, recently revived a rare old school song, *Those Evening Bells*. It is an old melody which children love to sing and which has attained a permanent place in American music. It was introduced recently at Santa Barbara Fiesta and over radio broadcasts. California teachers interested in obtaining copies of this lovely song may address Mrs. Morrison at 107 E. Micheltorena Street, Santa Barbara.

chairmen's monthly rate of pay somewhat larger than that which the counselors receive.

A careful survey shows that the Pasadena counselors have better than average teacher training and experience. All of the counselors have received special training for their work. Two have the doctor of philosophy degree, two have been admitted to the candidacy for the doctorate. All except one of the others have their master's degree and show considerable training beyond the master's degree.

The greater part of this advanced work has been done in fields closely related to Guidance problems, such as psychology, mental hygiene, statistics and interpretation of tests, and vocational guidance.

Practically every one has had several years of regular classroom teaching before taking up counseling. A few have had other worthwhile experiences in industry, in special research clinics, and in administrative or personnel work. The average amount of actual counseling experience in the group is from six to seven years.

\* \* \*

Warren Natwick, principal, San Mateo Park School, is now assistant superintendent of schools in that district. The superintendent, George W. Hall, began his teaching career at the age of 18 at Searsville, the site of which is now covered by a reservoir. For more than 35 years Mr. Hall has been superintendent of San Mateo schools.

\* \* \*

Appointment of Dr. Andrew D. Osborn from the Public Library of New York City as director of the newly-established School of Library Service at University of Southern California, has been made by President Rufus B. von KleinSmid. The new school, established as the first graduate training school for librarians in Southern California, has begun its two-year courses.

Known for his contributions to national journals of philosophy and library service, Dr. Osborn spent last summer in Europe doing research work authorized by a grant from the American Council of Learned Societies.

While the University of Southern California has for some years offered courses in library service, the new department under direction of Dr. Osborn gives to U. S. C. its 24th school and college.

Pioneering in the field, U. S. C. has, together with the sixth district of California Library Association, held the first institute of its kind in the United States.

## Youth Hostels

(Continued from Page 5)

games, to sing folk songs of many nations, and to relate the experiences of the road.

During the past summer a group of German boys visited the American hostels. They were accompanied on a trip to the mountains by a New England hosteler who became a devoted friend of one of the group.

"I could never fight against Germany," he said when he returned. "To me Germany will always mean Karl."

Youth hostels have customs, not rules. Among the customs observed are: quiet with all lights out by 10 p. m.; no drinking or smoking in the hostels; leaving the hostel in better condition than one finds it.

### Pacific Coast Loop

Betty Blodgett (Mt. Holyoke), field secretary for the A. Y. H., spent last summer on the Pacific Coast. The purpose of her trip was to outline an 8000 mile loop of hotels including Northfield, Massachusetts, Chicago, Seattle, San Francisco, and Denver. Youth hostels may be established whenever a group of at least ten people representative of the educational institutions, youth organizations, service clubs, and churches of a community will assume the responsibility for it. No one in the movement in the United States receives money for services.

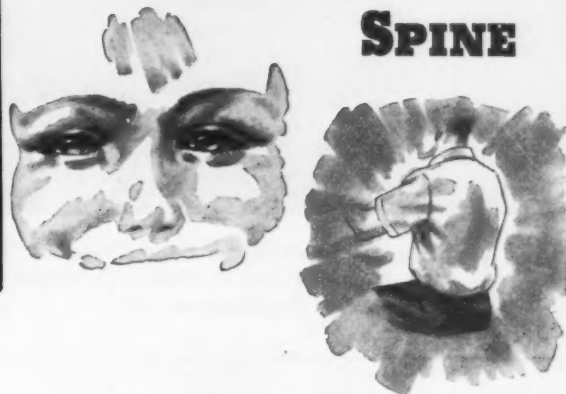
The A. Y. H. suggests three ways of helping the movement:

1. By joining it.
2. By interesting others.
3. By establishing a youth hostel.

Beautiful as New England is, with its lakes and streams, and woods, and hills, surely California will have even more to offer youth when travel becomes safe and economical by means of a California chain of American youth hostels. Wouldn't you like to teach California history along the trails? Or nature study? By means of the hostels city children can be brought to the country, rural students to the city. A knowledge of their state is of the greatest importance in civic education.

We can have California hostels if we wish. It's up to us.

## HEALTH TEACHING that gets into the EYES and SPINE



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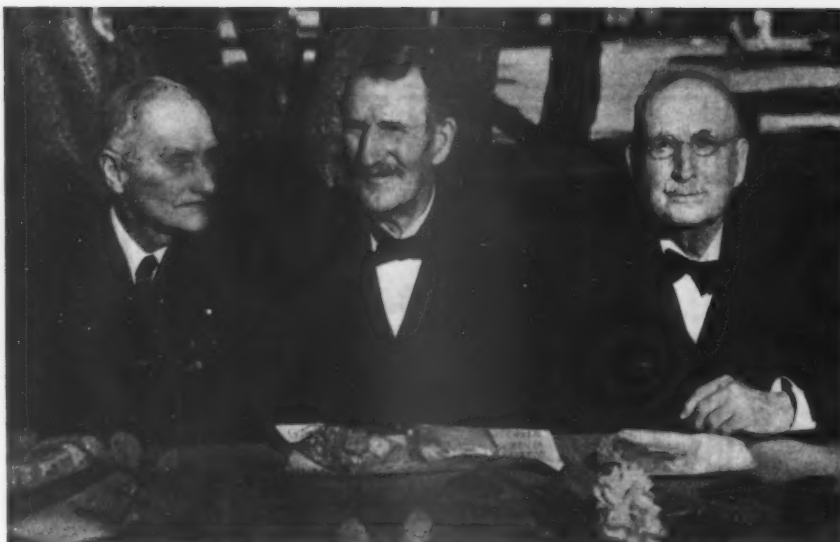
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Three veterans of the California Association of Retired Teachers; left to right, W. G. McKean, 82; F. O. Mower, 85; S. P. Meads, 87. Photo courtesy of Oakland Post-Enquirer.

## DEBATING

### DEBATING AND THE SOCIAL STUDIES CURRICULUM

*Peter Thomas Conmy, Instructor in History, Mission High School, San Francisco*

**S**Ocial studies may be defined as that group of subjects which prepare for participation in the affairs of civilization. Geography, history, economics, civics (both vocational and political), social problems, current events, occupations, economic and industrial geography and Pacific relations (the relations of the Orient and the nations bordering on the Pacific) are commonly regarded as comprising the secondary curriculum in the social studies. In colleges, psychology, the science of human behavior, is also classified as a social science.

The subjects enumerated above are essentially factual. They supply information which is highly necessary for proper functioning as an intelligent, participating member of the community. In this respect they are at once important and beneficial.

On the other hand, these subjects fail to provide the student with training in the analysis of conflicting social claims. When two great social movements cross and present themselves for adoption which shall the citizen choose? Shall he choose on the basis of sentiment, tradition, intuition, common practice or logical analysis?

The information gained in the social studies will be most helpful as a background. Curriculum offerings in this field would be more complete, however, if training were offered in the compiling of arguments for and against social issues. In other words, it would seem that for intelligent participation in community life the individual should be equipped to make a logical analysis of a question.

Training in briefing and analysis is one of the functions of debating, and therefore, it is suggested that debating be regarded as an integral part of the social studies curriculum.

#### Teachers Are Fair

The writer does not mean to imply any criticism of the manner in which the social studies are being taught. He knows that the teachers of social science are universally fair in presenting both sides of social issues.

He knows also that many teachers use the debate from time to time as a classroom device; but, because there is so much material to be covered in all the social studies, few, if any teachers, will be able to devote time to instruction in the mechanics of debating and

the extensive briefing of propositions.

Research into the past reveals the fact that debating was taught as an integral subject in the Greek rhetorical school and hence equipped the youth for participation in the discussions of a democratic society. Debating was also in vogue in the schools of the Roman empire when the training of the future orator in the school of oratory was regarded as the noblest end of education.

#### Debating and Modern Times

It was perhaps due to the widespread training in argumentation of so many Romans that made discussions so universally possible in the forums situated in all parts of the empire. During the Middle Ages debating waned with the relaxation of intellectual endeavor. It was revived, however, in the universities which emerged at the close of the period.

The growth of nationalism and democracy gave a new stimulus to debating. The rise of parliamentary bodies such as the Commons in England brought debating into popular use again. As early as the 1600's the proceedings of Parliament were published annually in a volume entitled *The Parliamentary Debates*.

Debating has been in use in the United States since the days of Patrick Henry. Our political history has been enriched by the contributions of debating, to mention but a few, the Webster-Haynes, the Lincoln-Douglas, and the Beveridge-Hoar debates.

The years, however, have caused the American people to become deeply interested in social problems in general as distinguished from political problems in particular. For this reason debates on general social issues are becoming more and more common. It would seem, therefore, that the school should prepare the future citizens to analyze and present the arguments for and against a given proposition, with the purpose in mind of making him ready for intelligent participation in citizenship.

For this reason it is suggested that debating should be regarded essentially as a social study—the application of techniques of argumentation and analysis to problems of the social world.



# HEAVY APPARATUS

## IS MODERN PHYSICAL EDUCATION LOSING HEAVY APPARATUS?

Elmer E. Bauermeister, Director, Physical Education, Reedley Joint Union High School and Junior College

**P**LAY for play's sake—a frequently quoted axiom—the cornerstone of modern physical education! After all, it is a good philosophy if it is used merely as a means to an end. Too many physical education instructors are making it the basis for their entire program, thus making a playground out of what should be an all-around training class. There is too much real education to be gleaned from this course to spend all the time just playing games.

True, this new social order of ours has introduced us to an ever-increasing amount of leisure time. To teach the youth how to properly utilize it is one of the jobs of the physical education department of our public schools. It is in this capacity that supervised play can render its greatest contribution toward our educational ends.

But it must be "supervised play" because there are too many men in the physical education field today that are wont to check out a bat and a ball or a basketball to their classes, and leaving their students undirected, to go into their offices and spend the period in office work.

A physical education program must be as carefully constructed as a history lecture—it must be adapted to the students—it must be comprehensive. There are many ways of conducting physical education classes, such as gymnastics, heavy apparatus, supervised play, and calisthenics, each of which appeals to different students in varying degrees.

### Reach Every Student

*Why not take the best that each system has to offer, combine them to make a well-rounded program and thus reach every boy in school?*

It is one of the primary aims of our modern schools to educate all of the children of all the people. Physical education offers one of the biggest opportunities by which to assist these children in becoming better citizens.

The high school coach, if he will but realize it, can oftentimes have more influence than a parent in helping a boy to "find himself."

Every school is cosmopolitan. To coincide with this situation, every physical education program should be a broad one. It contacts the athletes of the school—the so-called "big shots" who are often the arrogant group. It embraces boys who are not interested in competitive sports, and who must be given other activities, and also boys who are in need of a special kind of physical development, such as that of shoulders, back, legs, and so on.

### Use Heavy Apparatus

Obviously, one way of approach is not adequate. In spite of this fact, in many schools there is a decided trend away from the use of heavy apparatus. Many fine new gymnasiums are being constructed void of any of this equipment which is quite necessary in order to reach certain types of boys, particularly those who are muscularly undeveloped and those who find the apparatus exceedingly interesting in itself.

There is much that can be said in defense of the use of this much-neglected heavy apparatus (specially, the flying rings, high and low horizontal bars, parallel bars, buck, horse, and plain climbing ropes). One of its primary purposes is that of **muscle development**, most clearly exemplified by the flying rings. This piece of equipment speedily produces development of the upper part of the anatomy, which, under the ordinary athletic program is not sufficiently exercised.

In addition to the growth and development of muscles, the heavy apparatus also teaches boys the **co-ordination** of those muscles. Mind and body are trained to act almost simultaneously (a habit that has a de-

cided carry-over value in the manipulation of automobiles through modern traffic).

Linked with this muscle co-ordination is **poise**. When a gym meet is held—and this should be an annual affair in every physical education program—a participant is judged, and therefore trained, in the manner of his performance. His approach to the apparatus, the exhibition, and the recession must be free of self-consciousness, nervousness, and awkwardness.

**A**S a result of home environment, individual personalities, friends, etc., there are many boys who are real problem cases to the administration and to the teachers—they are apparently misfits in the school society.

Usually such a boy can be interested in some sort of physical activity—if not in one of the major sports, perhaps in tennis, swimming, ring work, mat work, tumbling, or in one of the many other activities which are too numerous to mention. There is some activity for every body. Once an interest is stimulated, his "idle time" is greatly decreased while at the same time his "leisure time" has been increased, thus dispensing with the deviltry factor.

It cannot be said too emphatically that the modern physical education instructor should take upon his shoulders the responsibility of making real friends of each student in his school, and of broadening the scope of the department so as to really interest him.

### Coach is All-Important

A student's textbook knowledge comes from the remainder of the curriculum, but it rests with the man who plays and mixes with the boys—the coach and his assistants—to teach youth the code of good sportsmanship—the correct slant on social contacts—the way in which to choose their forms of recreation, their pleasures—in short—how to live.

### To Biology Teachers

Biology teachers can help deserving students who must work way through high school or college. I will discuss plan fully with teacher before expecting name of student. If you have ambitious young person in mind, write to

J. L. R. MARSH, Box 955, SACRAMENTO

## INDIANS

### A UNIT OF WORK IN THE SECOND AND THIRD GRADES

*Larkspur-Corte Madera School, Marin County; General Supervisor of Marin County, Alice Brewer Wells; Principal of Larkspur-Corte Madera School, Neil N. Cummins; Teacher, Claire I. Everman.*

#### Approach

Marin County and Mt. Tamalpais have both derived their names from the Indians.

Many arrow heads and stone mortars and pestles have been found in the vicinity of the school by relatives and friends of the children. These provided the material for arousing interest and a desire to find out more about Indians.

#### Content

Appearance, houses, home-life, food, travel, communication, transportation, musical instruments, dances.

#### Subjects

Reading: Vocabulary.

1. Wide reading.
2. Table of contents.
3. Index.
4. Audience.

Nature Study.

Language.

Spelling.

Music.

Industrial Art.

Physical Education.

Arithmetic: Concepts.

Writing.

Creative Poetry.

#### Activities

*A committee for each*

Building a Pueblo (of orange crates covered with paper).

Building a Teepee.

Building a Trading Post.

Painting two back-drops for the pueblo and teepee.

Making head dresses.

Making a frieze and sign language chart.

Making a scrapbook.

Making small teepees and canoes for a small Indian village.

Making a large frame of tree limbs for weaving.

Making four panels for a screen.

Making ladders for the pueblo.

Painting Indian designs on an "animal skin" of sack.

Making rattles.

Creating class poems.

Learning an Indian dance for May Day.

#### Bibliography

Reading to the children:

Waterless Mountain—Mrs. Armer.

How the Indians Lived—Dearborn.

Red People of the Wooded Country—Deming (colored illustrations).

Red Feather's Home Coming—Lyons and Carnahan.

Many books were provided containing



*The Pueblo and the Trading Post.*

pictures disregarding the difficulty of the reading content.

Reading for the children:

Little Eagle—Deming.

Indians in Winter Camp—Deming.

Red Feather—Lyons and Carnahan.

Hopi, the Cliff Dweller—Jewett.

Fact and Story Reader—Book III.

Good Reading III.

Happy Days, Bolenius Readers.

The Happy Road III, Happy Childhood Readers.

Laidlaw Readers III.

New Path to Reading III—Cordts.

Pathway to Reading III—Coleman Uhl Hosie.

The Treasure Box III, Stay and Study Readers.

Story Folk—Guthrie and Gee.

Visits Here and There—Harris Child Dev. Readers.

Magic Hours—Work-Play Books.

Stories of Animals and Other Lands—Do and Learn Readers.

#### The Outcomes

Co-operation.

Development of initiative.

Responsibility developed.

Courtesy and thoughtfulness of others.

Appreciation of contributions of others. Perseverance in the solving of a problem. (One child measured and put paper on one of the walls of the Trading Post three times. The frame for the weaving was taken apart twice.)

Care in preventing accidents, such as upsetting paint jars. They finally placed the paint jars in orange crates lying horizontally.

Learning to work neatly.

Learning to put things away in their places.

Learning to finish cleaning up,—no leftovers.

Learning to work happily without disorderly play.

Development of self-confidence.

Learning to be careful to do things right the first time.

Realizing that a plan has to be developed to avoid having to do things over.

Development of an interest that resulted in voluntarily doing more than was required and in bringing in outside materials unsolicited.

Learning to finish what they began.

#### Subjects

Reading: Learning to use an index.

*An Indian Dance. The costumes were made from jute or burlap. The fringe is of the jute ravelled. The boys had headdresses of paper feathers of bright colors. The girls had wigs of strips of black cloth one-half inch wide braided and bound with colored bands. A band went around the head and a colored paper feather was worn either to one side or in the back.*





"Indian Women Picking Wild Rice" is the scene on the wall, with the children who painted it. Above the scene are two of the class compositions on Indians. They were printed on white construction paper, 18 by 24 inches., with colored chalk, and were hung by gummed paper suspenders.

Pleasure derived from discovery of a new item of interest in a book.

Learning to report to the class on any topic read during the silent reading and research period.

Development of poise and the overcoming of timidity through reports and oral reading. Learning to be good listeners.

**Language:** Development of the sentence sense through class compositions. These were printed by the teacher after the children composed them. Colored chalk was used on white construction paper 18 by 24 inches. They were suspended from gummed paper suspenders on long nails that often held several charts, above the blackboard. Many of these were used. The children read them and copied them. The subject of each was that phase of Indian life that had been discussed that day.

**Development of a vocabulary:** Sheets of the white construction paper 18 by 24 inches contained printed lists of words and phrases learned. They were also suspended over the boards for reference and review, and were of assistance in spelling.

**Art** was enjoyed. Large figures of Indians the height of the screen, were painted for each of its four panels. Freizes were made depicting various scenes from Indian life and were hung in the hall of the building. Border designs of Indian picture writing were made to decorate the scrap book. Two back drops were made for the pueblo and the teepee. (Heavy white butcher paper and easel paint were used. The drawings were made first with white chalk.) Indian designs were painted on the teepee and on sacking cut the shape of an animal hide.

**Creative poetry** was stimulated. The class composed two poems. Several individual efforts were made.

**Music:** Indian rattles and a tom-tom were made. Rhythm was improved through their use.

**Dancing:** An Indian dance in costume was given for May Day.

**In General:** Much information on Indian life was acquired. The realization grew that the Indians were a clever, industrious people to be admired in many ways,—that they were not always the cruel, treacherous warriors so often shown upon the screen.

The interest in Indians aroused was

genuine and continued after the project was finished. This interest was stimulated when the children learned that the eighth grade was also studying Indians, and that they were to join them in costume as a feature of the May Day parade. Upon request they sent a headdress to the eighth grade committee on costumes.

\* \* \*

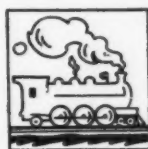
Ralph Doughty and Ramona Abbott, teachers of many years of faithful service in the North Coast Section, who recently passed away, were memorialized by appropriate resolutions at the recent C. T. A. North Coast Section meeting at Willits.

\* \* \*

## William L. Nida

**PROFESSOR WILLIAM L. NIDA**, member of San Diego State College faculty, recently passed away. Mr. Nida came west from position of superintendent of schools of River Forest, Illinois, and began service in San Diego city schools as a supervisor and principal. He later became associated with the State College faculty as an instructor and also in charge of the teacher-training carried on in San Diego city schools. He was a graduate of Ohio State University and had taken special work at University of Chicago and at University of Southern California. He was the author of many widely-used school textbooks. Several of these have been translated into foreign languages.

Mr. Nida was recognized as one of the leading educators of California, and a man whose philosophy of education was wholesome, optimistic, and conservative. The schools of the state have lost a very fine school man in the death of Mr. Nida.—Scott Thompson, Compton.



## HAPPY HOUR READERS

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## A NIGHT IN FAIRYLAND

For our Public Schools Week program an interesting piece of work was done in a creative fashion, by our pupils, under the direction of their able teachers, Aida Koopman, Dorothy Sue Norton, Helen Hoberg, and Mrs. Frances Poston. Since this operetta was presented Miss Koopman has written up the idea.—Margaret F. Lindblom, Principal, Union Grammar School, Middletown, Lake County.

**D**URING a creative music lesson the fourth and fifth graders listened to music and then wrote a story that seemed to them to express the music. One story was so well written by Betty Berg, a fifth grade girl, that dances and songs were added to it and it became our operetta for Public School Week.

The songs were taken from The Music Hour in the California State Series and also most of the music for the dances came from it. The dances were mostly worked up by the children to fit the characters that they portrayed. It was finally produced in about a month.

The stage setting was made by the fifth and sixth grade art classes. The children all helped with the costumes. The songs were taught during singing and the dances during physical education. It required only a few practices to complete the preparation.

The children from the first to the fifth enjoyed producing this original operetta so much that we decided some other boys and girls might enjoy it too.

### Characters

Queen, of the Fairies  
Butterfly Fairies  
Dragonfly Fairies  
Flower Fairies—Wind Fairy  
Clouds  
King of the Giants  
Goblins  
Brownies  
A Dragon (painted on large boxes over small boys.)

### Songs

See the Little Goblin, Kindergarten and First Grade Book, page 51.  
I Wish I Were a Fairy, Kindergarten and First Grade Book, page 51.  
Brownies, Kindergarten and First Grade Book, page 51.  
The Dragon, Kindergarten and First Grade Book, page 53.  
A Tea Party in Fairyland, Intermediate Book, page 226.  
Rainbow Fairies, Intermediate Book, page 176.  
Slumber Song, Two-Part Music, page 12.  
Light as a Feather, Third Book, page 13.

### Dances

Brownies Dance—Music—Album Leaf.  
Butterfly Dance—Music—Minute Waltz.  
Flowers Dance—Music—Happy and Light of Heart.  
Wind Dance—Music—Rustle of Spring.  
Rainbow Dance—Music—Ciribiribin.  
Dragonfly Dance—Music—Pizzicato.

### Incidental Music

Music from Moonlight Scene One Thousand and One Nights.  
Fairies March. Wild Rider. Giants March.

This music is in Kindergarten and First Grade Book. Properties: Tea things; gold and bags; wand.

### Act I

The scene opens with the Giant seated on his throne in center of stage. He is counting gold from his money-bags. The Brownies are seated around him. The Goblins come on stage as soon as the curtain rises and march across and stand behind Brownies. The Brownies sing See the Little Goblin as they enter.

See the little Goblin  
With his coat of leather,  
Wearing in his tiny cap,  
A long black feather.

As soon as the song is over the Brownies dance to the music of Album Leaf. They fall to the floor, exhausted, after the dance.

First Brownie: Gee, I'm tired.

Second Brownie: So'm I. I bet the Fairies don't have work to do.

Third Brownie: No, they don't. I've seen them dance and dance, and they never get tired.

Fourth Brownie: I wish I were a Fairy.

All the Brownies: Me, too.

They sing I Wish I Were a Fairy.

I wish I were a fairy  
With silver wings that shine;  
It must be fun to spread them out  
And think, These wings are mine!

The Giant has been listening to the song, and rises in anger.

Giant: I don't like the Fairies or the Fairy Queen. I shall capture the Fairy Queen and hide her in a dark dungeon. Then the Fairies will not be able to dance and sing at night. (He strides forward and the Brownies, frightened, hide behind each other.) I think the Fairies have hidden gold. I want all the Brownies and Goblins to help me capture the Queen of the Fairies. Puck, run and tell the rest of the Brownies and Goblins. Snook, you fetch the Dragon.

Brownies and Goblins: (in consternation) The Dragon?

Giant: The Dragon!!!

The Brownies and Goblins scamper away. The Giant stomps about the stage clutching his bags of gold. The curtain goes down on the Giant still marching about.

### Act II

The scene is a moonlight night in Fairyland. A huge moon is in the center of the stage behind the throne of the Fairy Queen. The Fairies, with the exception of the Wind and Dragonfly Fairies and one Rainbow

World Education is a new magazine, 32 pages, published bimonthly by the World Federation. It contains news of importance. It acquaints readers with educational achievements in all nations. Subscription rate is \$1.00 per year. Each subscriber is listed as a Goodwill member and receives other valuable information.

Fairy are grouped around the Queen. Some are seated and some are standing.

As soon as the curtain goes up the Flowers come forward and the Butterfly Fairies flutter forward and dance among the Flowers. They dance to the music of The Minute Waltz. At the end of the dance they flutter back to their places. One of the Rainbow Fairies brings in a tea-tray with one acorn-cup.

Rainbow Fairy: Goody, goody, here comes Golden with some tea.

Two Rainbow Fairies run forward and kneel beside the tea tray. They pantomime during the singing of A Tea Party in Fairyland.

Fiddle-dee-dee, fiddle-dee-dee,  
Two fairies were quarreling over their tea;  
It was served in a pretty acorn cup;  
One naughty fairy drank it up;  
Fiddle-dee-dee, fiddle-dee-dee,  
Fiddle-dee, fiddle-dee, fiddle-dee-dee.  
The other was vexed and ran away,  
Crying that she would no more play;  
Fiddle-dee-dee, fiddle-dee-dee;  
The fun was gone as well as the tea;  
Fiddle-dee-dee, fiddle-dee-dee,  
Fiddle-dee, fiddle-dee, fiddle-dee-dee,  
fiddle-dee-dee.

At the end of the song the Rainbow Fairy comes forward and takes out the tea things. She returns during the next dance and goes to her place quietly.

Rainbow Fairy: Oh, please, Queen, can't the Flower Fairies dance?

Queen: (Claps her hands in an authoritative manner.) Flower Fairies, come dance.

They come forward and dance to Happy and Light of Heart. At the end of the dance a wind arises and the Flowers blow in the wind. They run back to their places and the Wind Fairy rushes onto the stage. She dances to Rustle of Spring. This is an acrobatic dance. At the finish she takes her place by the Clouds.

Rainbow Fairy: What are those Clouds so sad about?

Another Fairy: Huh! Don't you know? (They all laugh derisively.)

Queen (condescendingly) Well, let's tell her the story.

They all sing Rainbow Fairies while the Clouds run forward and act it out. During the last verse the Rainbow Fairies form at the front of the stage as their color is named.

Two little clouds, one summer day,  
Went flying through the sky,  
They went so fast they bumped their heads,  
And both began to cry.  
Old Father Sun looked out and said:  
"Oh, never mind, my dears;  
I'll send my little fairy folk  
To dry your falling tears,  
To dry your falling tears."

As soon as the song is ended the Rainbow Fairies dance. This is a scarf dance to Ciribiribin.

Queen: (looking about her) Where are the Dragonfly Fairies?

Fairy: Here they come.

Enter the Dragonfly Fairies dancing to Pizzilatto. At the end of the dance they sit at the feet of the Queen.

Queen: Now I think we had better get some sleep. It's bed-time for good little Fairies. We have work to do before morning, you know. We must see that the dew is on the flowers, and 15 butterfly wings are waiting to be mended.

The Fairies settle down to sleep. A few of them sing a Slumber Song. They all sleep while the music from the Moonlight Scene of One Thousand and One Nights is played. The Brownies creep stealthily on the stage. They sing Brownies.

Tiptoe, tiptoe,  
Hush, hark, hark!  
You will hear the Brownies  
As soon as it is dark;  
Sliding down the banisters,  
Running back again,  
Tiptoe, tiptoe,  
Come the Brownie men.

Fairy: Oh, the Brownies, the Brownies!

The Fairies rush about in confusion to the music of the Fairies March but the Queen remains calm. Queen rises and lifts her hand. At this sign the Fairies resume their places and the Brownies stand back. The Goblins enter to the music of the Wild Rider. They gallop about the stage, followed by the dragon. They all sing The

Dragon as it withes about the stage. It marches off at the end of the song.

Did you ever see a dragon?  
He's a very fearsome beast.  
On fire and smoke and burning coals  
He likes to sit and feast.  
He has a long and shining tail;  
His claws are sharp and bright,  
I shouldn't like to meet one,  
In the dusky woods at night.

The Giant stomps in carrying his bags of gold. The Queen raises her wand.

Queen: Stop! Kneel before me.

The Brownies kneel at once. After some hesitation the Goblins kneel.

Giant: I won't! I will not kneel for a Fairy!

The Queen walks slowly to him and touches him with her wand. He falls down in the center of the stage.

All: Long live the Queen of the Fairies.

They join hands in a big circle and sing, as they skip around, Light as a Feather.

Come to and fro, dancing we go,  
Light as a feather, When breezes blow.

The curtain goes down while they are still dancing.

\* \* \*

Snow Longley Housh, teacher of English, Los Angeles Senior High School, is

conducting a course in the teaching of Creative Writing, to assist teachers in high or elementary schools in the art of guiding creative expression in prose or verse; under auspices University of California Extension Division, 815 S. Hill Street, Los Angeles.

\* \* \*

## Book Depository Moves

**E**ARLY in September the business offices and display-rooms of California School Depository were moved from the fourth floor of 149 New Montgomery Street to the ground floor of the same building, with the entrance at 159 New Montgomery, corner of Natoma Street.

At this new location the display-room is twice as large as the old quarters. This allows better and larger showings for the 60 publishers represented. The basement, second and fourth floors are now used for stock.

\* \* \*

Mendocino County schools, under direction of County Superintendent John W. Taylor, are conducting an extensive program of visual education. Recently 19 talking motion-pictures, in the fields of nature-study, biology, and other sciences have been put into circulation.



## All aboard the Good Teeth Merry-go-round

Good Teeth help children enjoy life. Four Factors toward Good Teeth are Proper Food, Personal Care, Dentist's Care and *Plenty of Chewing Exercise*. . . There is a reason, a time and a place for Chewing Gum.

University Research forms the basis of our advertising. The National Association of Chewing Gum Manufacturers, Rosebank, Staten Island, N. Y.

## SCHOOL NIGHT

George Hetzel, Principal, John Marshall Junior High School, Pasadena

**T**HIS article is a brief, suggestive description of a plan for interpreting the school to the community which the writer found to be impressive and highly satisfactory to the patrons of the John Marshall Junior High School in Pasadena. Later, during an exchange principalship in Passaic, New Jersey, the same plan was used with similar gratifying results. In both cities this particular form of helping parents to understand the extent and value of the educational opportunities, was used as one of the Parent Teacher Association programs.

In these difficult times when public school education is fighting for a decent existence, it is especially necessary that the citizens know at first hand what the schools are actually doing so there will be an intelligent appraisal of values.

On the other hand, lack of information about school affairs and lack of acquaintance with teachers easily allow suspicion and distrust to gather momentum in periods of economic distress, so that aggressive, unfriendly groups may easily bring disaster to the education of our boys and girls.

### An Interpretation

Therefore, it is imperative that we in the educational business should see to it that our schools are fully and intelligently incorporated into the community life as fundamental institutions. It is with these ideas in mind that the writer submits this demonstration plan as one of the many ways of interpreting the school to its patrons.

In arranging for the demonstration the first step was to interest the faculty and pupils in this school enterprise. Committees, each consisting of those teaching in a particular field, were formed with a chairman chosen by each group. The chairmen of the several groups, together with the principal and vice-principal composed the general committee.

It was planned for each committee to arrange for an exercise representative of actual school work, to be given on the stage of the school auditorium

by selected boys and girls. Each was to be responsible for its own lighting effects, for bringing on to the stage and removing all necessary equipment, in a quiet, efficient way, so there would be the shortest possible time between acts. No group was to take more than ten minutes for its part of the program. With this organization and one rehearsal the demonstration was presented to about 500 of the patrons of the school.

### Resume of the Exercises

Following is a brief description of the exercises in the order of presentation. First, as people entered the auditorium they were presented with copies of the curricular offerings of the school. At 8 o'clock the principal opened the exercises with a few words of welcome and explanation.

This was followed by selections by one of the glee clubs representing the music work of the school. Other music groups furnished numbers between acts so that even the short waiting periods would not become monotonous.

Next were shown activities of the industrial departments. When the curtain was drawn five units were shown—metal, wood, textile, printing, and mechanical drawing. Each unit consisted of equipment and pupils actually at work as in the shops. As the spotlight was flashed from one unit to another a few words of explanation were given concerning the objectives of each type of work.

The sewing department presented a short fashion show. The models crossed the platform from left to right, circled in the center under a spotlight and went off. The curtains were used as a back drop. About 16 girls exhibited garments, made by themselves in their school classes, mostly dresses and blouses. The introduction to the show was written and read by one of the sewing class girls.

The cooking classes\* showed how the diningroom table should be set, how dishes should be washed, what foods should be

\*Note: This article is necessarily very brief and is simply suggestive. Much more than this entire paper could be written about each phase of the demonstration and still leave much unmentioned. Therefore, only one detailed sample is included, showing what one department worked out. It was prepared and carried through by the girls of the cooking classes.

Scoville S. Mayo, teacher, Sequoia Union High School, Redwood City, was an instructor at University of Oregon summer school, Eugene, throughout this past summer and conducted four classes in education.

caten, and what other useful things may be done in the home to enhance the good family life.

### What We Do in Domestic Science

The work is outlined by a leader who reads as follows and indicates the individual recitations. These selections are shown by the indentations in the text.

**I.** In domestic science we learn many useful things besides just cooking.

**II.** We learn about nutrition and how to plan healthful meals. Did you know that everyday a person should eat?

(Showing of Posters, illustrating.)

Milk—one quart for each child; one pint for adult.

Fruit—at least one raw fruit, two if possible. Vegetables—at least two vegetables besides potatoes; one raw.

Eggs—three or four times weekly.

Meat, fish, cheese—one medium serving.

Sweets, breads, and fats—to fill upon after essentials have been eaten.

### Poems (Original)

#### Carbohydrates

Sugars and starches are dandy for fuel,  
But an oversupply to your system is cruel.  
Don't take too much while passing it by  
Because you'll be sorry and wonder why.

#### Fats

A girl who was short and fat  
In a garden with a few friends sat  
When asked how she put on weight,  
It's the fat she said that I always ate.

#### Proteins

A protein is a funny thing  
It cannot be heard or seen  
Enough of it will make you grow  
As big as a very big bean.

#### Minerals

Diseases and pains we would get  
If our minerals we should forget,  
They build red blood, strong teeth,  
and bones,  
And make us feel as strong as stones.

#### Vitamins

I am Vitamin A to D  
I supply pep and energy  
Children all should look for me  
Or bad health will be the fee.

#### Water

Water is to use or waste  
It has no color,  
It has no taste,  
It cleans your stomach with good haste,  
Drink more of it!

**III.** We learn to like many new things to eat because we enjoy the food which we have prepared ourselves.

**IV.** We learn to use kitchen equipment efficiently so as to save time and effort.

This is how we wash dishes:

Hot soapy water to wash them.

Hot clear water to rinse them.

Working from left to right because that saves time.

**V.** We learn how to spend money wisely.

**VI.** Every day in the lunch room we serve lunch to about 30 teachers. We prepare all the food ourselves.

**VII.** We learn the correct way to set a table. (Demonstration of table setting by student according to a suspended chart.)

**VIII.** We talk about families and how



people can learn to get along happily together.

**IX.** We study about little children and how to care for them wisely.

**X.** We learn various ways to improve the appearance of our homes. We are trying to develop good taste in color, furnishing and arrangement.

#### Playlet on Wallpaper Selection (Dialogue)

—I have a small, dark room in my home and I want to choose some wallpaper that would be suitable for that room.

(Show sample)—How about this?

—Oh! No. This is much too dark and gloomy. (Show another sample.)

—This is not good for my purpose. A dark color makes a room look smaller than it really is. (Show another sample)—This?

—I like green but this is not good for my room because it is too dull. (Show another sample)—And this?

—This paper has too many flowers which look dark and gloomy. (Show another sample)—How about this?

—The design on this paper is smeary and does not look pretty. (Show another sample)—This?

—Oh! I like this paper. The color is warm, bright, and cheerful. It will make my room seem bright and sunny even in dull weather.

**XI.** All of these things which we are studying are helpful to us right now. We try to be good daughters and good sisters; when we are grown up we hope to have good homes of our own that will be a credit to the city of Passaic!

The fine arts department showed marionettes, posters, clay modeling, wall hangings, and the making of Christmas cards.

The mathematics department gave a short skit in which the use of modern arithmetic in a modern home was shown in a variety of ways—such as, payment of bills, economic use of utilities, reading meters, and making purchases. The electrical appliances used in the play were: an electric clock, an electric toaster, an electric percolator, and a radio.

The dials used to show how to read an electric meter were drawn on 18 by 24 inch oak tag. The dials had a diameter of 16 to 17 inches. The numbers and circumference of the circle were outlined heavily in india ink, making the visibility from the stage clear. The hands of the dials were painted black and fastened with the regulation paper fastener.

An epilogue on the value of making present-day mathematics practical, closed the unit of demonstration.

A science class using charts gave a discussion on teeth, their structure and how to care for them. This brought in the use of proper foods, the brushing of teeth, the use of good paste and powder, and the consultations with dentists.

The literature group dealt with the short story. A particular story was taken as the basis for discussion—The Masque of the Red Death by Edgar Allen Poe.

An English demonstration was given by a 7A class. Written compositions were memorized and presented orally to show

sentence construction, grammar, and vocabulary building.

The social science work of the seventh and eighth grades was illustrated in dialogue form. One problem showing one part of the social studies course was selected. In 8A social science pupils study the Constitution of the United States. Using this as a basis, the dialogue showed how, through the reading of newspapers, pupils learn to connect past history with present history in the making, and how they learn to present all sides of a question without forming prejudices, noting various outside influences which can affect public opinion.

#### Medical and Dental Services

The medical and dental services rendered the boys and girls of the school were clearly explained to the parents by one of the school commissioners. This was of especial interest for many parents were uninformed as to the extent of this service.

The final demonstrations were given by the physical education department. Classes of both boys and girls showed the many different games, dances, track and field events, wrestling, boxing, and formal exercises. Also, corrective work with defective pupils was shown. This colorful, active part of the school work made an interesting conclusion to the hour and three-quarters of rapidly changing scenes.

The parents realize as never before the extent and the possible value of the school set-up.

Seeing their boys and girls actually participating in a happy, interested way deepens their appreciation of the school values and helps them to feel that taxes for schools are of fundamental importance.

Most favorable comment was heard on all sides concerning this plan of interpreting the school to the community.

\* \* \*

#### Election Civics

**C**ALIFORNIA progressive junior and senior high school teachers will be greatly interested in an up-to-the-minute authoritative book, Election Civics, recently published by American Education Press.

This 48-page illustrated brochure contains biographies of the presidential candidates, compares the party platforms, elucidates electoral votes and the electoral college and gives much other practical and helpful information bearing directly upon the great national political campaigns. It is just the sort of book that will be widely used in social sciences, U. S. history, civics and other related secondary school courses.

Teachers interested should write direct to American Education Press, 40 South Third Street, Columbus, Ohio.

## New Iroquois Books

**I**ROQUOIS Publishing Company, Syracuse, New York, has issued two noteworthy school texts: 1. American History, complete edition, by Gertrude and John Southworth, covers the period from the discovery of America to the present day. It is well-written, has many maps and illustrations, is replete with teaching helps, and has many points of mechanical superiority. It is a good basal text in American history for upper elementary grades.

2. Beacon Lights of Literature, Grade Seven, by Rudolph W. Chamberlain (editor of a similar series for high schools), is built upon National Council of Teachers of English "Experience Curriculum in English," an authoritative and advanced guide for literature teaching. Chamberlain's text comprises 96 selections and well meets the needs of modern children.

\* \* \*

## Aviation for Teachers

**G**EORGE MICHAEL SMITH is conducting a popular aviation course for teachers, at San Francisco State College, comprising guidance in curriculum-building and assistance in the preparation of materials for school use.

Mr. Smith is an Annapolis graduate and aeronautical engineer, U. S. Army Air Corps. He has written numerous books on aeronautics including,—Progress in Aeronautics; Aircraft Construction; Aircraft Operations; Economics of the San Francisco-New York Airway; Simplified Celestial Navigation for Aviators; Aircraft of Today; and Syllabus for a General Course in Aeronautics.

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(Continued from Page 7)

Sorell Huxley had brought the human spirit into science. Alfred Noyes' "The Torch Bearer," that stimulating epic of scientific discovery relating to the heavens, the earth and man's control of natural forces, went into circulation.

The members of one class, after their teacher had endeavored to make them feel that science has its cultural side as much as literature and art, and that poetry, like other forms of art, should follow on the heels of knowledge, wrote verse concerning their experiences at the observatory and presented it to the director of the observatory as their gesture of thanks. One little

versifier, after seeing the stars flash on the planetarium dome, brought human feeling into the expression of it when he wrote:

*Orion seemed to chase the Bull.  
The Lion was very fierce.  
Not one of these constellations  
Has changed throughout the years.*

Another example of the transformation of a scientific fact into verse as offered by one of the pupils was:

*The Big Bear and the Little Bear  
Ran after one another.  
The Little Bear kept very close  
To the Big Bear that was his mother.*

Who knows but that such feeble attempts as these to express scientific facts poetically may help to create a school of poets of science, who will lend their genius to interpret scientific truths with accuracy and charm?

ANOTHER stimulus to the learning of science was prompted by bringing the excursion into the school. On a number of occasions high school science students, under the guidance of the high school science department, set up at the Beverly Vista School a laboratory and performed simple experiments for the seventh and eighth grade pupils of the latter school.

From these experiments grew the desire of many children to reach out into related elements. For example, from one such "imported" excursion grew added interest in making radio sets in the manual training department. Immediately, many matters concerning the radio musicians, authors, artists, broadcasters, advertisers, etc., became an increased functional part of the experiment.

"Touring" within the community brings knowledge, information, and skills as profitable to the first grade child as to the high school pupil. A First Grade visit to an airport gave the pupil an acquaintance with a business that had to do with the economic and social ventures of his father or neighbor. The adventure, which stimulated the children to think and investigate gave them a larger conception of how men work in a corporate society.

It brought to the child a specific vocabulary, made him more proficient in using books to find pictures that would aid him with details of construction of his airplane and hangar, provided him with educational play, and gave him a chance to live and learn under the drive of his own purpose and planning. In this study orientation

was furthered because the school joined the society of which it is a part.

An excursion, of a different type but of unusual interest, was made by more than 100 eighth grade pupils to a neighboring university to present to the members of the California Western School Music Conference, the masque, "The Holy Night," and a group of Christmas carols. The cast, appreciative of the honor bestowed upon it, and alive with the vigor of service, gave itself to the task of presentation with commendable enthusiasm, showing that the opportunity awakened sympathy, created joy, and artfully harmonized the personalities of these young players.

#### Literature as a Delight

The school, believing that literature should be treated as a delight and the great works of art as masterpieces, sponsors excursions to matinees of classical plays. The school also encourages the attendance of afternoon symphony concerts of finest orchestral music. Listening each year to such selections as Beethoven's "Egmont Overture" and Handel's "Larghetto," directed by a master conductor, the school feels assured, will help to lift pupils above "musical" rubbish forever.

One teacher, desiring to make her pupils curious regarding the myriad of problems in the field of government and economics, helped them with a number of individual or group excursions. Following the excursions there were many discussions in which the pupils compared notes, corrected wrong ideas, and rounded out incomplete impressions. Later an assembly was held for pooling their experiences.

One of the resultant activities was a panel discussion of Federal banking ably presented by a group of boys at this assembly. As the dramatization of a court scene unfolded, the participants as well as the guests were stimulated to resent injustice, admire manliness, encourage respect for truth, and consider the views of others. A number of pupils gave summaries of their investigations that showed marked ability on their part to gather and assemble only that material which had a direct bearing on their topic.

INSTANCES could be cited almost without end of the benefits derived by the pupil by being placed in actual contact with public affairs, studying people through social sciences, studying health and reasons for it, and learning of nature and science from environment.

In this fashion knowledge of principles and causes are grasped, and the social sciences, dealing with man and man, and the physical sciences with man and nature, are made to enlighten one another.

In general, it is conclusively evident that there are few school activities which will enlarge experiences so widely and so wisely as the school excursion when used as an instrument of learning.

# MUSIC

*Over 3,000 Western schools tune in regularly to the Standard School Broadcast.*

## THURSDAYS

11:00 to 11:45 A. M.  
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The First Semester of the 9th Annual Standard School Broadcast — a Radio Course in Music-Enjoyment — commences on October 15th. The growth in popularity of this radio course has been amazing. In 1928 only 72 schools included it as a regular part of their curriculum—today, over 3000 Western schools are tuning in to the Standard School Broadcast every Thursday morning throughout the school year.

Western educators and parent-teacher groups everywhere heartily recommend the Broadcast. Their unqualified approval, and helpful suggestions, have been instrumental for much of the success enjoyed by the Broadcast. Suggestions are welcome, always — and every effort is made by the Standard School Broadcast to meet the requirements and conditions essential to modern education.

The Standard School Broadcast is heard Thursday mornings 11:00 to 11:45 a. m. (Elementary, 11:00 to 11:20; Advanced, 11:25 to 11:45) over N. B. C. Radio Stations KFSD (San Diego), KFI (Los Angeles), KPO (San Francisco), (KGW (Portland), KOMO (Seattle), and KHQ (Spokane).

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Northern California Elementary Principals Association elected as president, Ray B. Dean, principal, David Lubin Elementary School, Sacramento, and contributor to this journal.

\* A. G. Rinn, formerly teaching at Chico State College, is now supervisor, vocational agriculture, State Department of Education.

Malcolm Murphy, Sacramento Senior High School, is president, Sacramento City Teachers Association.

Trinity County, for the first time in its history, has a full-time rural school supervisor, Lina Linstad, formerly of Berkeley and Chico State College.

\* \* \*

## Junior Colleges

**M**ORE than 550 junior colleges are in operation throughout the United States, according to Dr. Walter J. Greenleaf, Office of Education specialist in higher education, who recently completed a national survey of junior colleges, "junior colleges have developed since 1900, the movement having gained impetus in the past few years."

The junior colleges included in the 554 registered at the Office of Education comprise public high schools that have added junior college divisions, established preparatory schools recognized as junior colleges or offering junior college work, some four-year colleges that have given up their degree-granting privileges to concentrate on the first two years of college work, and newly-created junior colleges.

In this study a junior college is a separate organization with 25 or more students enrolled in a program that includes the traditional freshman and sophomore college courses. The junior college is variously defined by other agencies.

In Connecticut "a junior college should aim to meet the needs of the community in which it is located, including preparation for higher institutions of learning." New York specifies that "a college that maintains only the first two years of the four-year course of study may be registered as a junior college."

Twenty-seven states now provide public junior colleges either by general legislation, special action, or local authority. According to 149 official reports of public junior colleges, 51 were administered as independent units in the public system of education.

### California Leads

More than half of the 190 public junior colleges are located in 4 states: California, Iowa, Texas, and Oklahoma. Only 8 are located in the Eastern Atlantic States, and these are confined to Georgia, North Carolina, and Florida.

Privately-controlled junior colleges are those controlled by private enterprises or corporations. Both types are found in all states except Delaware, Nevada, Rhode

Island, and Wyoming, where no junior colleges have been provided, and in Arizona, Montana, New Mexico, and North Dakota, where only public junior colleges are established.

Probably the highest property valuation reported by a junior college is that of Stephens College, Columbia, Missouri—\$4,098,541. Eleven other junior colleges with property valuations over more than a million dollars include: Blackburn College, Illinois; Ferry Hall, Illinois; Monticello Seminary, Illinois; St. Joseph's College, Indiana; Mount St. Clare Junior College, Iowa; Cumberland College, Kentucky; Nazareth Junior College, Kentucky; Southwest Baptist College, Missouri; William Woods College, Missouri; Packer Collegiate Institute, New York, and Ward-Belmont School, Tennessee.

\* \* \*

Mrs. Elizabeth Hughes, teacher, Oroville High School, and prominent in Northern California educational circles, made an extended eastern tour this past summer, including a month of study at Teachers College, Columbia University.

\* \* \*

Frank Griffin, head, department of physical education and recreation, Sequoia Union High School, Redwood City, toured Ethiopia and Italy during the past summer. He spends every summer in travel and has visited all continents.

\* \* \*

## Hard-of-Hearing

*Report of the Work for the Hard-of-Hearing Children in the Mountain Counties of California*

**D**URING the school year of 1935-36, 14,591 children were given the 4A audiometer test in the mountain counties of California. Of that number, 1,468 were discovered to have a hearing loss which needs attention.

Six hundred sixteen children had both ears seriously defective and 852 revealed a loss of 9 decibels or more in one ear. The test was made in 249 elementary schools and 28 high schools. Many of these children are so isolated that they seldom have the advantage of frequent health tests. The schools of these districts are not very well financed. Fifty-one per cent of them do not have enough funds to carry on their regular school work. The biggest problem before us is making provision for the diagnosis and treatment of these children.

Fifteen school and county health nurses assisted in the work. Splendid co-operation was given by P. T. A's, woman's clubs, luncheon clubs, as well as by the school officials throughout the district. This work will be continued this coming year and some counties and schools are planning an annual test for their children.—F. M. Duckles, 505 J Street, Sacramento.

## BAND UNIFORMS

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It provides pictures and biographies of the candidates, compares the Democratic and Republican platforms, furnishes a map and data explaining electoral votes, tells how to hold a mock election, describes a get-out-the-vote project, etc. Order copies for all pupils, using coupon below.

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## French and Spanish

*Language, Literature, and Life Series:*  
**FRENCH BOOK ONE**, Smith, Roberts;  
**FRENCH BOOK TWO**, Smith; **SPANISH**  
**BOOK ONE**, Friedman, Arjona, Carvajal;  
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IT IS hard to say how much looks count—from the teacher's standpoint—in making a textbook desirable. But three such attractively bound and illustrated volumes as these new-edition copies in the Language, Literature, and Life Series, are sure to have considerable influence on the student's point of view.

Each book has a fascinating array of pictures—photographs chosen with obvious regard for their social, historical or cultural values as well as appeal, and a generous supply of amusing drawings that add life to reading selections and a pleasantly informal tone to the book.

What should be of even greater interest to the student, however, are the 18 to 20 "travel talks" in each volume. These essays, in English, furnish an absorbing introduction to the French or Spanish people, their language, their everyday customs, life, and literature. It is easy to see how such agreeable contacts might arouse a friendly feeling for another nation besides widening the student's horizons and social outlook.

The unified plan of the series itself prevents many difficulties. The fact that all the grammar, composition, and reading is here linked together in a single volume for each year's course keeps vocabulary and grammar difficulties within the range of the student's ability to master them as he goes along.

It seems that such books as these should not only add to the effectiveness of language teaching and learning but also help to establish the modern language course more securely in today's socially-pointed curricula.

Phi Delta Kappa XI Field Chapter, with headquarters at Sacramento, issues nine times each year a praiseworthy and interesting new bulletin. Dr. Ivan R. Waterman, State Department of Education, is president; C. F. Muncy of that department is secretary and editor.

Among new members are,—Edward A. Combatalade, Sacramento High School; Earl E. Crandall, vice-principal, Lodi High School; Bert De Grott, Vacaville High School; John H. Napier, Jr., principal, and Richard A. Hoffman, teacher, Placer Union High School; Wyman E. Olson, Placer Union High; Albert Rodda, Grant Union High School; Dan A. Root, Yreka High School; Wade Thomas, Jr., Vacaville Union High School; Harold N. Weaver, Trinity County High School.

\* \* \*

Wonder Book of the Air by C. V. Allen, aviation editor, New York Herald-Tribune, and Louren D. Lyman of the New York Times, is a recent publication of John C. Winston Company. The history of aviation and interesting material concerning the pioneer aviators and their feats are described. The facts concerning airplane building and the different types of machines used are given in interesting detail. The book is marvelously illustrated and should be of interest not only for home use but in elementary schools, high schools, and junior colleges. Those who are interested in this new method of transportation may get a liberal education from the Wonder Book of the Air. It contains 340 pages.

### FIRE ESCAPES

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## COMING

**October 3**—C. T. A. Southern Section Council. Los Angeles.

**October 25**—C. T. A. Board of Directors; regular meeting. Hotel Del Monte.

**October 26-28**—California School Superintendents Convention, Hotel Del Monte.

**October 28**—Fiftieth anniversary of the Statue of Liberty, New York Harbor.

**November 9-15**—American Education Week.

Write to National Education Association, 1201 16th St., N. W., Washington, D. C., for complete materials.

**November 11-26**—American Red Cross Annual Roll Call.

**November 15-21**—National Childrens Book Week.

**November 23-25**—C. T. A. Central Coast Section annual convention and teachers institutes. Santa Cruz.

**November 23-25**—Joint teachers institute; Butte, Colusa, Glenn, Tehama, Shasta, Lassen, Plumas and Modoc Counties. At Chico.

**November 23-25**—C. T. A. Central Section annual convention and teachers institutes.

**November 24, 25**—C. T. A. Bay Section teachers institutes.

**November 26-28**—National Council of Teachers of English. Silver anniversary meeting. Boston.

Further information may be obtained from Mrs. Melanie C. Ainsworth, Supervisor of English, Junior High School Department, San Francisco Public Schools, and California Representative of the National Council of Teachers of English Public Relations Committee.

**December 11**—C. T. A. Conference on Modern Education. Hotel Biltmore, Los Angeles.

**December 12**—C. T. A. State Council of Education; semi-annual meeting. Hotel Biltmore, Los Angeles.

**December 14-16**—Los Angeles City teachers institute.

**December 16-18**—Placer County teachers institute. Auburn.

1937

**February 20-25**—N. E. A. Department of Superintendence annual convention. New Orleans.

**March 17-19**—National Recreation Association Institute Conference, Western Division. Fresno. Glen Grant, managing director.

**June 7-13**—Shut-In Week. San Francisco Shut-In Association, 150 Golden Gate Avenue; Peter R. Maloney, president.

**June 21-27**—The One Hundredeth Meeting, American Association for the Advancement of Science. Denver.

**June 26-July 1**—N. E. A. annual convention. Detroit.

**August 2-7**—World Federation of Education Associations. Seventh biennial conference; Tokyo, Japan.

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### 2. How are the funds used?

One-third goes for local activities, i.e. conventions, public relations, assistance to members; two-thirds go for State work—publications, research, legal advice, etc.

### 3. What has C. T. A. accomplished?

1. Constitutional Amendment 16 which fixed education as the first duty of the State and insured a high standard of service for children and decent living conditions for teachers.

2. Salaries during illness.

3. Retirement salary for teachers after years of faithful service.

4. Tenure protection for good teachers faithfully performing their daily work.

5. Rural supervision. This feature of school practice guarantees good school conditions for children in the most remote areas of California.

6. Sabbatical leave. Many teachers and many schools may secure additional inspiration and better teaching through leaves granted to teachers who wish to study or travel in order that their understanding of educational and social problems may be broadened.

7. There are many other accomplishments that could be listed, among which are legislation pertaining to support of kindergartens, junior high schools and junior colleges, increased requirements for certification, etc. Greater than these, however, has been the defeat of unfavorable legislation which would have seriously crippled public schools and which would have deprived both children and adults of services to which they are entitled.

### 4. What may be expected in the future?

Study for improvement of teaching and teaching conditions.

The interests of public education protected.

Well-prepared material for school needs.

A program of public relations that keeps the people of California informed as to pending developments in public education.

### 5. Why should I be a member of C. T. A.?

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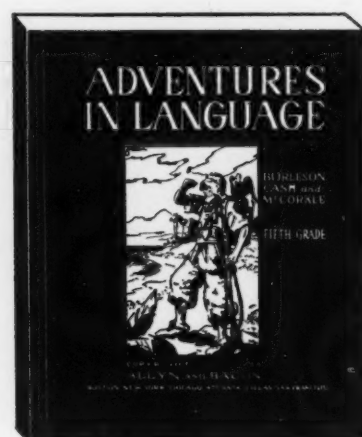
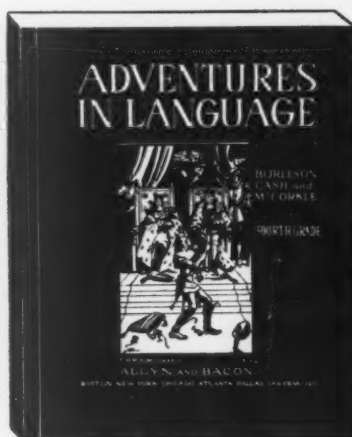
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